

PROBLEMS OF TEACHING TECHNICAL TERMINOLOGY IN THE NON-PHYLOLOGICAL UNIVERSITIES

*Kushakov Y.X. , Bekimbetova Z.B. Tulabayeva G.
Tashkent State Transport University*

ABSTRACT

This article is about teaching technical terminology as an important part of the whole teaching activity. According to the authors a distinctive feature of scientific and technical texts is the abundance terms and various phrases, formulas, graphs, the translation of which can cause a number of difficulties. They point out that due to the rapid development technology in the scientific language, new terms (neologisms) constantly appear, which even the latest dictionary does not have time to fix, which also presents great difficulties in translation.

Key words: advanced, communicative, demand, development, difficult, education, English, function, general, high, international, language, methods, methodology, research, scientific, teaching, technical, terminology

INTRODUCTION

Education in Uzbekistan is becoming a significant factor in the development of mankind in the modern socio-cultural space, the quality of which has recently been subject to ever higher demands. In modern conditions, the issue of learning a foreign language as a means of international communication is of particular importance. The rapid development of science and technology leads to the emergence of new objects, concepts, etc., which leads to an increase in interest in technical terminology, enriching it with new units. This, in turn, leads to an increase in the volume of special terms and the need for a more thorough study of them. Terminology is the part of the vocabulary that is most sensitive to external influences. University graduates must show not only language, but also technical literacy, freely operating with the terminology of the chosen specialty, since communication between specialists from different countries requires a strictly ordered terminology in order to avoid misunderstandings that may arise when transferring the exact meaning of the term to another language. In this regard, the higher education system faces an important task of preparing students for personal and professional communication with representatives of countries with different social traditions, social structure and linguistic culture. "A foreign language teacher needs to prepare students as soon as possible so that they are self-confident, master all types of speech activity and can use technical terms at the proper level"[4]. For the qualitative implementation of their professional activities in the process of international interaction, graduates of a technical university, in accordance with the current education standards, must be able to continue their education and conduct professional activities in a foreign language environment. State standards of higher,

vocational education set the task of developing new learning technologies, the use of which will satisfy the social order for highly qualified and professionally mobile specialists capable of adapting to rapidly changing modern conditions. Graduates of technical universities should be ready to participate in both domestic and international innovation projects, as well as to use the advanced scientific achievements of Uzbek and foreign scientists, information about which is available on the Internet for those who own authentic terminology in their specialty.

METHOD

During writing of the this article we have used the following research method: analysis of psychological, pedagogical and methodological literature on the problem of teaching technical terminology. A review of the literature devoted to the study of terminology suggests that the emergence and development of terminology began long before its scientific understanding and the development of criteria for referring certain units to terminological vocabulary. As noted by M.A. Chigashev, "these processes occurred to the spontaneous emergence and evolution of denotations and their corresponding concepts, moreover, on the basis of a general literary language, which allows us to consider terminology precisely as part of its lexico-semantic system" [2]. The rapid development of science and technology, the achievements of scientific and technological progress contribute to the emergence of special words to designate new objects, phenomena and processes. The special words that have appeared become an integral part of a person's daily life and are part of a specialized picture of the world of professionals. As noted by A.V. Superanskaya, N.V. Podolskaya, and N.V. Vasilyeva, "... terminology as a set of terms is part of a special vocabulary" [11]. Undoubtedly, terminology is the most dynamic and mobile lexical system of the language, therefore, studies in this area are often historically oriented, showing how terminology arises, develops and changes over time, depending on the development of the relevant sciences and the general style of thinking of the era.

RESULT

An analysis of the works devoted to the issue of terminology indicates that the term has been and is the subject of research by many domestic and foreign scientists and specialists. However, with all the variety of current research on the problem of teaching students of a technical university of professional terminology of the English language, the main pedagogical conditions that ensure the effectiveness of the formation of professional and individual needs of students are not clearly defined. Not enough attention is paid to methodological aspects related to the presentation, use and consolidation of technical terminology. All these factors indicate the need to develop and implement a number of strategic measures that will ensure the assimilation of language knowledge, form the general educational and professional competencies of students of a technical university, and introduce them to the culture of the country of

the language being studied. The relevance of this study is determined by the importance of the problem of intensive teaching of English terminology and the need to further improve the educational process in a technical university. Term (from the Latin terminus - border, limit) - a word or combination of words used with a touch of special scientific meaning. Basically, it belongs to the area of vocabulary of limited use - the scientific style. The attachment of the definition to the term guarantees the necessary identity and interdependence of the sign and the concept. Therefore, the term should be studied not as an autonomous structure, but as an object woven into the cognitive activity of people. If we are talking about several details that perform different functions in the same mechanism, in this case the words are not terms. On the one hand, the presence of synonymy in terminology indicates the perfection and flexibility of terminology, speaks of the richness of the language as a whole, on the other hand, it is regarded as a negative phenomenon, because it requires additional memorization and can lead to misunderstandings in understanding and translation. Teaching students of technical universities professional terminology in foreign language classes is not an easy task. In the process of learning, they will have to master technical terminology, learn to read and translate literature in the specialty, be able to convey the content of professionally significant information. They must learn to isolate the most necessary and professionally important information from a significant amount of material in order to use it in their future activities. Therefore, when developing curricula, it is worth taking into account the variety of methods and approaches used, depending on the purpose of the course and the available resources. The conducted research has shown the effectiveness of the proposed methodology for teaching professional terminology to students of a technical university. The assimilation of the terminological vocabulary in the specialty has significantly improved, which is confirmed by the results of the completed modular works and test tasks.

DISCUSSION

Currently, there are many methods of teaching foreign languages. Ideally, the educational process should be based on a carefully thought-out combination of them. In order for the teaching of English to students of technical universities to be successful, the teacher needs to develop the structure of methodological work and build the educational process so that the development and memorization of professional terminology occurs sequentially, by complicating tasks. At the first stage of student training, a traditional approach is used: students master grammatical and lexical material, read texts of different types of complexity and convey the content of what they read, get acquainted with the culture and traditions of English-speaking countries. The predominant method at this stage is the communicative method, which satisfies the needs of students and expands the possibilities of communication, since it is in communication that various forms of activity are realized (educational-cognitive,

socio-political, labor, sports, artistic, household). The content of communication is the problems, the basis of which are the subjects of discussion. Learning based on communication, including in interactive mode, is the essence of all intensive technologies for teaching a foreign language. Typical activities at this stage are discussions, debates, role-playing games, where students demonstrate. The problem of the lack of a proper level of motivation to learn English by some students of a technical university is important for the teacher. It is explained by the fact that in educational institutions of this direction, this subject is perceived as secondary. The advantage of this type of activity is that students get the opportunity to independently organize their studies at a convenient time. The control by the teacher is carried out in the form of "round tables" with demonstrations of presentations and oral discussion of various topics. So, working on the topic "World famous scientists", students try to find as much interesting material as possible from the lives of famous scientists. Talking about their scientific discoveries, they are happy to describe the devices developed by these scientists and the principle of their operation in English. This type of classes is usually popular among students and is highly effective (according to the results of the survey, 96% of students noted that holding "round tables" is the most interesting and effective type of cognitive activity). It should be emphasized that this method involves not only the possession of basic words and phrases in combination with a standard set of grammatical constructions that are necessary to maintain a conversation, but also the ability to apply knowledge of the language in their professional activities, to navigate in journalistic and scientific publications. Therefore, learning a foreign language should not take place separately from the formation of the professional competence of a future specialist.

CONCLUSION

Terminology, representing a set of terms, is an independent layer of any national language, and closely correlates with a person's professional activity. By means of terms in each branch of knowledge, science, technology, their own systems are formed, interconnected, first of all, by conceptual correlations of professional knowledge, seeking to express this knowledge with the help of linguistic means. "Almost every step in the process of science is marked by the creation or refinement of terms". Ordinary words have freedom of use and vagueness of meaning, since ordinary knowledge is not accurate enough, and the common language adapts to such knowledge. When our knowledge becomes absolutely accurate, we need an exact language where each term has a strictly fixed meaning. The language of science becomes such thanks to the use of terms. It is at this stage of the development of scientific knowledge or subject area that terminology is in demand. In our research, we took as a basis the definition of terminology as a closed vocabulary context that only representatives of a certain sphere of human activity can own, and the terminology of

a certain subject area is understandable only to them, because we believe that mastering terminology is one of the most important conditions for full functioning in a certain sphere of human activity. Terms and terminologies are necessary tools for the formation of scientific theories, laws, regulations and are represented as an integral and integral part of science and technology. We believe that mastering terminology is the main problem in comprehending any scientific knowledge, because terminological units play an important role in professional and scientific communication. Indeed, a specialist working in a certain sphere of human activity will not be able to fully realize his capabilities without mastering terminology: as a result of unsatisfactory and inaccurate scientific and technical terminology, great difficulties arise both for successful economic activity and for teaching activities related to the assimilation of a particular special discipline. In conclusion, I would like to note that the process of intensive training in professional technical terminology of the English language should be based on a carefully thought-out combination of techniques and their correct application. Technical terminology should be introduced in the course of performing productive types of work: listening to foreign language speech, reading texts, writing and speaking. In the learning process, it is necessary to pay due attention to Internet resources and the use of video lectures, which help to assimilate the material both in classroom classes and in independent activities.

REFERENCES

1. Aleshanskaya, E. V. Modern American musical term [Text] / E. V. Aleshanskaya: Dis. candidate of Philology: 10.02.04. – Nizhny Novgorod, 2008. p. 174
2. Chigasheva, M. A. The study of terminological vocabulary by the method of semantic field [Text] / M. A. Chigasheva // Bulletin of the RUDN. Linguistics series. - 2004. – No. 6. pp. 80-86.
3. Dvishiani, N. B. The language of scientific communication: questions of methodology [Text] / N. B. Gvishiani / Ed. 2nd, ispr. – M.: LKI Publishing House, 200, – p. 180
4. Dankova, T. N. Russian terminology of plant growing: the history of formation and the current state [Text] / N. T. Dankova: Abstract. dis. ... doc. Philol. sciences: 10.02.01. – Voronezh, 201, p. 44 .
5. Zhigunova, Zh. G. English terminology of social work in diachrony and synchrony [Text] / Zh. G. Zhigunova: Dis. Candidate of Philology: 10.02.04. – Omsk, 2003. – p. 155
6. Komarova, Yu. A. On the problem of a structural and meaningful description of the terminology of the language of science (based on the terminology of the English education system) [Text] / Yu. A. Komarova // Philology and Man. №4. – p. 2007.
7. Leychik, V. M. Terminology: subject, methods, structure [Text] / V. M. Leychik. Ed. 4-E. – M.: Librocom, 2009. p. 256

8. Makshantseva, E.A. Specificity of the evaluation component in the structure of the meaning of a legal term (based on the material of Russian and English) [Text] / E.A. Makshantseva: Dis. Candidate of Philology: 10.02.19. – Saratov, 2001, p.62
9. Merkel, S.E. Semantic and distributive verification of a terminological sign (based on the material of documents of German civil procedure law) [Text] / S.E. Merkel: Dis. ... Candidate of Philology: 10.02.04, – Volgograd, 2001, p.187
10. Raskin, V. On the theory of language systems [Text] / V. Raskin: 2nd edition, supplement – M.: Editorial URSS, 2008. p.424
11. Reformatsky, A.A. Introduction to linguistics [Text] / A.A. Reformatsky / Ed. 5-E., ispr. – M.: Aspect Press, 2005. p.536
12. Superanskaya, A.V. Podolskaya, N.V. Vasilyeva, N.V. General terminology: questions of theory [Text] / A.V. Superanskaya, N.V. Podolskaya, N.V. Vasilyeva / Ed. by T.L. Kandelaki: Ed. 5-E. – M.: Librocom, 2009, p.248
13. Chironova, I.I. Theoretical foundations of the analysis of legal terminology [Electronic resource]. – URL: <http://www.elibrary.ru> Shmeleva, O.Y. Some evolutionary aspects of term formation in the Ancient and Middle English periods [Text] / O.Y. Shmeleva // Questions of cognitive linguistics. - 2010. – N3 – pp.101-109
14. Yurchenko, I.V. On the stratification of vocabulary in the German language [Electronic resource]. – URL: http://www.lomonosov-msu.ru/archive/Lomonosov_2009/deutsch/jurchenko.pd
15. Tkacheva, L.B. Osnovnye zakonomernosti angliiskoi terminologii [Tekst] / L.B. Tkacheva.-Tomsk: Izd-vo Tom. un-ta, 1987

ADDITIONAL REFERENCES

1. Bane, A. F., & Milheim, W. D. (1995). Internet insights: How academics are using the Internet. *Computers in libraries*, 15(2), 32-36.
2. Saloxiddinova, M. G., & Xaytbayevich, K. Y. (2022). Problems of Teaching ESP at the Technical Universities of Uzbekistan. *Eurasian Research Bulletin*, 14, 120-122.
3. Mustayeva Guldora Saloxiddinova, & Kushakov Yusup Xaytbayevich. (2022). Features of the Formation of the Grammatical Skills in Teaching Foreign Languages to Students of the Technical Universities. *Texas Journal of Multidisciplinary Studies*, 14, 30–32. Retrieved from <https://zienjournals.com/index.php/tjm/article/view/2677>
4. Yu. X. Kushakov. (2022). *TEXNIK UNIVERSITETLARDA CHET TILLARINI O'QITISHDA MADANIYATLARARO ALOQA MUAMMOSI*. *Innovations in Technology and Science Education*, 1(4), 157–161. Retrieved from <http://humoscience.com/index.php/itse/article/view/158>
5. Kushakov Y.X. (2022). PROBLEMS OF USE OF INNOVATIVE TECHNOLOGIES IN THE PROCESS OF TEACHING A FOREIGN

LANGUAGE AT THE NONLANGUAGE UNIVERSITIES. *Архив научных исследований*, 2(1).

6. Khaytbaevich, Y. K. (2022). Ways To Improve the Teaching of Foreign Languages in Technical Universities. *Journal of Pedagogical Inventions and Practices*, 4, 25-26.
7. Kushakov, Y. H. (2021). XORIJIY TILLARNI O'QITISHDA PEDAGOGIK VA AXBOROT TEXNOLOGIYALARIDAN FOYDALANISH MUAMMOLARI. *Academic research in educational sciences*, 2(NUU Conference 1), 231-234.
8. Kushakov, Y. H. (2021). PROBLEMS OF INNOVATIVE METHODS OF TEACHING ENGLISH AT TECHNICAL UNIVERSITIES. *Academic research in educational sciences*, 2(NUU Conference 1), 351-354.