

TEACHING PROFESSIONAL TERMINOLOGY AS A PART OF WHOLE LANGUAGE TEACHING

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ABSTRACT

The development of the world economy and the integration of higher education dictate new requirements for preparing students of a technical university for professional activities. According to the authors modern students must master professionally-oriented foreign language communicative competence. They regard that we must treat this problem as a part of whole language teaching.

Key words: ability, bases, communication, development, English, foreign, language, master, method, methodology, research, system, teaching, terminology

INTRODUCTION

Significant changes in the structure of higher education and the transition to a three-level system of education (bachelor's, master's and postgraduate studies) have led to changes in the methods and means of teaching students in higher education institutions. These changes are especially noticeable at the master's and postgraduate levels. "There are great advantages in a multi-level learning process that allows developing skills and abilities in a logical and successive form, based on a competency-based approach" [3]. In addition, it is necessary to note the presence of conscious professional goals for undergraduates and graduate students who make their choice in favor of continuing their education based on the knowledge, experience and interests gained. In accordance with the requirements of new educational standards, when teaching a foreign language at an engineering university, it is necessary to take into account the professionally oriented component of foreign language training for graduate and undergraduate students, which includes knowledge of terminology and the ability to use it to solve professional and academic problems. Currently, there are a huge number of directions and profiles for the preparation of postgraduate and master's programs. Each direction and profile is aimed at studying a rather highly specialized topic. "In the current variety of educational areas, it is very difficult for a linguist teacher to prepare educational material that should contain highly specialized foreign language terminology corresponding to this area of training" [1]. The article presents a methodology for teaching highly specialized English terminology in the direction of the master's program "Engineering of Automobiles" for the discipline "Foreign Languages" at the Tashkent State Transport University. The purpose of the study is to introduce into the educational process in the discipline "Foreign language" the methods

of teaching undergraduates of an engineering university of professional terminology based on the use of Internet sites and computer programs.

METHOD

In order to write this article we have used the following research method: analysis of psychological, pedagogical and methodological literature on the problem of teaching grammar to students. The material of the article was prepared on the basis of the experience of teaching the discipline "Foreign Language " at the Department of foreign Languages at the Tashkent State Transport University. The authors have conducted a large methodological and scientific work on the analysis, development and implementation of new methods for teaching students of engineering of automobiles and technical areas of training in a professionally oriented foreign language. Eventually, teaching professional terminology is included in all curricula for the preparation of bachelors, masters and graduate students. Based on the experience and analysis of a large number of Internet sites and computer programs, the article provides an example of the use of such auxiliary components for teaching a professionally oriented foreign language to undergraduates studying in the field of study of technical subjects.

RESULT

After analyzing the general understanding and awareness of the knowledge of the technical terminology by our students we have come to the conclusion that modern students must master professionally-oriented foreign language communicative competence, which is understood as “the ability and readiness of a specialist who recognizes himself as a linguistic personality to effectively implement foreign language communication and interaction in situations of a professional and everyday nature in an intercultural space” [5]. The formation of such competence is associated, first of all, with the development of written and oral speech skills through the development of professional vocabulary. Teaching English in a non-linguistic university actualizes this component of professional competence, since English for students of technical universities is a means of obtaining scientific information, a factor of active involvement in the sphere of production and technology. “The central role in this direction is assigned to the development of terminological vocabulary, which has an important professional and communicative significance in the activities of a future specialist” [7]. The realities of modern social life - globalization, information, technology - contribute to the objective entry of terms into mass speech use, which must also be taken into account when teaching students of non-linguistic universities the terminology of their chosen specialty.

DISCUSSION

The study of a professionally oriented foreign language is one of the most popular areas among the young generation of engineers who seek to successfully

realize themselves in their future professional activities, including knowledge of computer technology and a foreign language. The literature has accumulated vast experience describing the teaching of a professional foreign language, both in terms of the content of the educational material and in terms of teaching methods. “Traditionally, teaching a professionally oriented component of a foreign language consists in the translation by students of scientific articles by foreign authors that are directly related to the areas of their future professional or scientific activities. On the basis of work with foreign articles, foreign terminology is selected, which becomes the basis of a professional dictionary” [7]. This approach has successfully proven itself and is used in many engineering universities when teaching undergraduates and graduate students. Modern computer technologies allow students to quickly and effortlessly translate a huge amount of foreign text, create a terminological dictionary, which significantly reduces the quality of the educational process. In addition, modern students belonging to generation do not like to deal with routine translation from a foreign language into Uzbek. The younger generation tends to quickly complete a certain amount of work and switch to more interesting tasks. We were tasked with getting students interested in learning a foreign language and at the same time expanding their stock of professionally oriented foreign words. Mastering such communicative competence requires the expedient organization of work on the selection of a terminological dictionary in the specialty, the search for effective ways to assimilate terminological units in the process of productive and reproductive speech activity in professionally significant situations of communication. “Professionally oriented foreign language communicative competence, based on terminological material, is impossible without the activation of the cognitive activity of students, the formation of their creative thinking and increasing the level of independence in the field of their chosen specialty.” [10]. Thus, a holistic systemic organization of work is needed for the qualitative assimilation of the terminological vocabulary of the English language and the development of professionally oriented communicative competence of future specialists. Such an approach to students of a non-linguistic university learning English terminological vocabulary in the specialty can be effectively implemented, as our own teaching practice shows, when implementing rational selection, semantics and a wide presentation of terminological language units, using successfully tested methods and techniques for working on terminological vocabulary. In working with terms, the criteria for selecting terms certainly play a decisive role. “Thematic affiliation (exclusion of terms from related areas), orientation to the vocabulary of students (it is assumed that students and specialists already have a stock of general literary and general scientific words and the latter are not included in the dictionary) consistency (to avoid missing important concepts), completeness coverage of terminology, synchronicity (time factor), usage (frequency), semantic value of the

term, term formation ability, normativity and compatibility are in priority “ [13]. The study of English terminological vocabulary is carried out by us not in fragments, at once, but in a set of exercises that systematize and consolidate a new terminological unit. In this connection, in our work with terms, the following sequence is observed: the introduction of professional terminological vocabulary (preparatory exercises) - language exercises - communicative speech exercises. The division of exercises into 3 types involves the simultaneous selection and functioning of pre-text, pre-text and post-text exercises in working with terms, since we are based on the text as the main unit of learning. In this article we will consider post-text assignments. So, we use the some type of exercises very productively. Work in pairs. Students write out terms, determine the semantic relationship between concepts, groups of words are connected by straight lines with the key concept. The result is a structure that defines the information field of a given topic, graphically displays the process of thinking, the relationship between terms. Drawing up a cluster based on reference material. We must draw up a concept diagram by organizing the one presented in the reference. Sao, these are some of the many methods of teaching professional terminology.

CONCLUSION

Computer programs and Internet sources open up great opportunities for teaching students a foreign language. The methods of teaching English professional terminology proposed by us make it possible to make the learning process more interesting for students and to approach each student more individually, based on the direction of his research work. The proposed methodology provides not only teaching students a foreign language, but also developing skills for independent work with foreign terminology, searching for translation from Uzbek into English and vice versa, analyzing pronunciation and learning words by heart without constant teacher control. The main result of such training is the compilation by the undergraduate of his personal terminological dictionary on the topic of his future professional or scientific activity. Such dictionaries can be further used by teachers of departments of foreign languages as a basis for compiling educational material on highly specialized topics for the preparation of undergraduates.

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