



METHODOLOGICAL ASPECTS OF TEACHING ENGLISH TERMS IN NON-PHILOLOGY DIRECTIONS

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Abstract

This article describes the methodological aspects of teaching English terms to undergraduate students of non-philological higher education institutions. In particular, modern pedagogical technologies, the importance of language terms and effective methods of teaching them are described. At the same time, the aspects that are important to pay attention to in the course of teaching terms to students have been analyzed.

Keywords: foreign languages, non-philological direction, methodologic aspects, termins, materials, foreign language skills, creative approach.

NOFILOLOGIK YO'NALISHLARIDA INGLIZ TILI TERMINLARINI O'QITISHNING METODOLOGIK JIHATLARI

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Annotatsiya

Ushbu maqolada nofilologik yo'nalishlardagi oliy ta'lim muassasalarining bakalavr yo'nalish talabalariga ingliz tili terminlarini o'qitishning metodik jihatlari yoritilgan. Jumladan, ingliz tili o'qitishda zamonaviy pedagogik texnologiyalar, til terminlarining ahamiyati hamda ularni o'qitishda samarali metodlar bayon etilgan. Shu bilan birga talabalarga terminlarni o'qitishda dars jarayonida ahamiyat qaratish muhim bo'lgan jihatlari tahlil qilingan.

Kalit so'zlar: Chet tillari, nofilologik yo'nalish, metodologik jihatlari, terminlar, materiallar, chet til ko'nikmalari, ijodiy yondashuv.





МЕТОДИЧЕСКИЕ АСПЕКТЫ ОБУЧЕНИЯ ТЕРМИНАМ АНГЛИЙСКОГО ЯЗЫКА В НЕФИЛОЛОГИЧЕСКИХ НАПРАВЛЕНИЯХ

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Аннотация

В данной статье рассмотрены методические аспекты преподавания английских терминов студентам бакалавриата вузов нефилологического профиля. В частности, описаны современные педагогические технологии, значение языковых терминов и эффективные методы их обучения. При этом проанализированы аспекты, на которые важно обращать внимание в процессе обучения студентов терминам.

Ключевые слова: Иностранные языки, нефилологическое направление, методические аспекты, термины, материалы, владение иностранным языком, творческий подход.

Introduction

As you know, terms are the basis of any professional speech. Without mastering them, it is impossible to read or speak on professional topics. Knowledge of terms, terminological correspondences and the ability to use them in speech is the most important component of bilingual methodological competence, this is the framework on which all intercultural professionally oriented communication is built.

Psychological, pedagogical, linguistic in the second half of the 20th century and linguo-didactic theory in the field of language education in Russia and abroad, mainly in European countries, had many commonalities. This was primarily related to the general humanistic approach to education, attention to the learner's personality and communicative orientation in teaching foreign languages. The main goal of teaching a foreign language is the formation of communicative competences. A professional foreign language or a foreign language for special purposes solves professionally oriented communication tasks. It is impossible to solve such problems without knowing the terminology of your specialty.





Material and Methods

The rapid expansion of international professional relations has led to the need for the formation and development of bilingual professional competence among students. However, consideration of this task is impossible without understanding the strategy of terminological enrichment of students' professional methodological speech. There is virtually no research in this area. An analysis of some applied materials shows a low level of bilingual methodological competence even among translators. For example, O.A. Dolgin and IL. Kolesnikov translated the term "Community Language Learning" as a "community method", "Silent Way" - a quiet method, "Total Physical Response" - a method of movements. They too often used the technique of tracing to the detriment of transmission the main content of the terms.

Methods of teaching English terminology in a professional foreign language course for undergraduates, these are, first of all, methods of teaching the perception of information. Realization of perception of information occurs through learning the perception of textual information. In the course of the discipline "Professional foreign language" for undergraduates, textual information, as a source of new information, is authentic texts of a certain specialty. A student - undergraduate, as a professional, needs to form an analytical attitude to the perceived text information.

At the same time, a professional must be able to read texts, to be able to quickly assess the significance of the source of the text for him and find relevant information for him in order to identify the terms of his specialty, clarify the meanings used in the text of the terms. Information for identifying English terms can be presented as authentic texts taken from magazines, as well as authentic texts presented to undergraduate students in class as an audition.

Results

When perceiving text information, four stages of using text information to identify language terms for special purposes can be distinguished, followed by their implementation in the field of professional communication in the classroom for teaching dialogic and monologue speech.

1. Scanning reading of the authentic text. Listening to authentic text. At this stage, acquaintance with the text as a whole is carried out, the identification of terms of a limited specialty in the text.
2. Professional interpretation of terms. At this stage, it is necessary to correlate the term with an explanatory dictionary, to identify the phenomenon of polysemy, intra-industry and inter-industry synonymy and antonymy of terms.



3. Compilation in the course of working with the text of your own dictionary of language terms for special purposes.

4. Using your own dictionary of language terms for special purposes in situations of professional communication in the classroom for teaching dialogic and monologue speech.

The proposed method of teaching the terminology of a language for special purposes is based on the associative-reflex theory of learning, the main purpose of which is to memorize what is being studied, which plays an important role in the study of foreign languages. To memorize terms, it is necessary to fix the connection between two associations - the term and the concept designated by it - the definition. To do this, blood pressure should be repeated after materials until this connection becomes strong, that is, it reaches automatism. So that as a result of this memorization does not become mechanical and thoughtless, you need to teach students to actively use the terms from the dictionary they compiled, i.e. perform a series of training exercises, and then move on to dialogic and monologue speech.

Discussion

The following can be suggested as training exercises within the framework of the communicative approach:

- Select synonyms/antonyms for this term;
- Express definitions of terms;
- Arrange the terms according to a certain attribute or principle;
- Identify a term that does not fit this semantic group;
- Reverse translation of the term from English into Uzbek/Russian and vice versa;
- Posing questions to the highlighted terms in the sentence;

Dynamics of systems, mechanisms and machines:

- Writing questions, the answers to which can be given terms;
- Complete the following sentences;
- Connecting disparate parts of a sentence into a coherent text;
- Read the statements below and express your point of view on this issue;
- Complete the sentences from the left column using the parts of the sentence from the right column;
- Make up your own sentences with new terms;
- Combine some groups of terms into a small monologue statement.

It is important to ensure that there is meaning in all types of exercise. The category of meaning is based on the real needs of students, their interests, due to the real or possible context of activity.



Terminology as a means of teaching the language of a specialty in the era of the development of modern information technologies acquires the status of a means of knowledge management. Terms as a reflection of the concepts of a particular specialty provide informational understanding and professional communication of specialists at the international level.

Conclusion

Methodical terms are a "weak point" and the reason many difficulties for students of language universities and specialists in the field of teaching foreign languages. It can be argued that there is a contradiction between the level of modern requirements for intercultural professionally oriented communication and the insufficient preparedness of students and specialists for the implementation of the tasks set. From these contradictions, the problem arises of the need to enrich the terminological speech of students. Based on the foregoing, it can be concluded that enrichment of the terminological speech of students of language universities can be carried out provided that linguodidactic aspects are developed that allow it to be carried out, and which take into account the correctness of the selection criteria for methodological terms, determine the ways of semantization of terms, allow to systematize terminology and methodically organize it in the form of methodical passports and deepening of concepts when comparing interpretations, system tasks, including receptive, training and communication exercises.

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