

THE ACTUAL PROBLEMS OF TEACHING TECHNICAL TERMINOLOGY TO STUDENTS OF TECHNICAL UNIVERSITIES

Yusup Khaytbayevich Kushakov

Tashkent State Transport University, senior teacher

yusup.kushakov@mail.ru

ABSTRACT

The author raises the problems of teaching technical terminology to students of technical universities as an actual one. This article provides a brief overview of the methods used in professionally profiled training and their analysis. According to the author the article defines the role of professional terminology in the process of teaching a language for special purposes and confirms the idea that the correct organization of methodological support contributes to an increase in the level of general educational and professional competencies of students of technical specialties in practical classes in English. The author concludes that the assimilation of professional technical terminology can be effective if a structure of methodological work is developed that ensures a sequence of complication of tasks for mastering and consolidating professional terminology.

Key words: *English language, technical terminology, methodology, professional education, students, intensification, training, efficiency, competencies.*

INTRODUCTION

Education in Uzbekistan is becoming a significant factor in the development of humanity in the modern socio-cultural space, the quality of which has recently been subject to increasingly high demands. In modern conditions, the issue of studying 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 causes 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 a part of the vocabulary that is most sensitive to external influences. L. B. Tkacheva calls it "the underwater part of the vocabulary of the language" [1]. University graduates must demonstrate not only linguistic, but also technical literacy, freely operating 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 conveying the exact meaning of a term into another language. In this regard, the higher education system of

Uzbekistan faces an important task of preparing students for personal and professional communication with representatives of countries with different social traditions, social structure and language culture. A foreign language teacher must prepare students in the shortest possible time so that they are self-confident, have mastered all types of speech activity and can use technical terms at the proper level.

METHODS AND LITERATURE'S ANALYSES

In order to find out the main character of reading I have applied to many works written by scientists in this sphere. Theoretical analysis of literary sources on the research topic, analysis of legal and organizational and administrative documents regulating the professional activities of teaching staff, diagnostic methods (observation, conversation, questioning, testing). The educational process, built on the basis of value-semantic intensity and focused on the development of foreign language competence, includes two stages: - implementation of the intensity of general cultural, cognitive and spiritual-moral meanings in educational texts; - implementation of the intensity of professionally significant meanings in educational texts. According to Vinogradov “the fixation of the definition for the term guarantees the necessary identity and interdependence of the sign and concept. Therefore, the term should be studied not as an autonomous structure, but as an object woven into the cognitive activity of people” [2]. The stages of the educational process, reflecting different levels and content of intensity of text material, correspond to the stages of linguistic education in higher education. Working in a technical university, you come to the conclusion that a teacher of foreign languages has to work with a different level of students in the conditions of a deficit of hours allocated to the educational process and an insufficient number of modern teaching aids. As D.S. Lotte, regards “having studied the structure of technical terminology, came to the conclusion that it includes terms of a polys semantic nature, synonymous terms, homonymous terms, and also "semi-terms" - words that designate any part in a mechanism, provided that it is the only one there. If we are talking about several parts that perform different functions in the same mechanism, in this case the words are not terms” [3]. The content of educational programs and methods of presenting terminological material to students of technical specialties may not fully satisfy. Analysis of works devoted to the issue of terminology indicates that the term was and is the subject of research by many domestic and foreign scientists and specialists. According to Samarova “Learning based on communication, including in an interactive mode, is the essence of all intensive technologies for teaching a foreign language” [4].

According to Avakova “game modeling in the joint work of students and a teacher helps to solve professionally oriented problems” [5]. However, with all the

diversity of existing studies today concerning the problem of teaching technical university students professional terminology of the English language, the main pedagogical conditions ensuring the effectiveness of the formation of professional and individual needs of students are not clearly defined. Insufficient attention is paid to the methodological aspects related to the presentation, use and consolidation of technical terminology.

RESULTS

Trying to reach the aim of the problems of teaching technical problems in this article I have obtained the following results: Teaching students of technical universities professional terminology in foreign language classes is not an easy task. In the process of training, they will have to: a) master technical terminology; b) learn to read and translate literature in the specialty; c) be able to convey the content of professionally significant information. They must learn to select the most necessary and professionally important information from a significant volume of material in order to use it in their future activities. Therefore, when developing curricula, it is worth considering the variety of methods and approaches used depending on the purpose of the course and the available resources. Currently, there is a huge variety of methods for teaching foreign languages. Ideally, the educational process should be based on a carefully thought-out combination of them. In order for teaching English to students of technical universities to be successful, the teacher needs to develop a structure of methodological work and build the educational process so that the acquisition and memorization of professional terminology occurs consistently, by complicating tasks. At the first stage of student training, a traditional approach is used: students master grammatical and lexical material, read texts of varying complexity and convey the content of what they read, get acquainted with the culture and traditions of English-speaking countries. Typical activities at this stage are discussions, debates, role-playing games, where students demonstrate all the language tools that they have mastered in the classroom. Role-playing games are distinguished by the freedom and spontaneity of the speech and non-speech behavior of the characters and allow for an individual approach. Each participant in the game independently organizes his behavior depending on the problem being solved, his communicative intention, and the behavior of his partners. Thus, the role-playing game "Offering solutions" allows to evaluate both knowledge of technical terminology and the ability to analyze and work in a team. According to the rules of the game, the group is divided into 2 teams. The leader states a problem related to the operation of the computer, and the team members must find ways to eliminate this problem (the problems and ways to solve them are written on the board in advance

and are opened only at the command of the leader. Additional points are received by the team that gives its own ways to eliminate the voiced problems.

DISCUSSION

The advantage of this type of activity is that students get the opportunity to independently organize their studies at a time convenient for them. Control by the teacher is carried out in the form of "round tables" with demonstrations of presentations and oral discussions of various topics. Thus, working on the topic "World famous scientists", students try to find as much interesting material as possible from the lives of famous scientists. When talking about their scientific discoveries, they are happy to describe the devices developed by these scientists and their operating principle in English. This type of classes is usually popular among students and is highly effective (according to the survey results, 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 mastering 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 journalistic and scientific publications. Therefore, teaching a foreign language should not be separate from the formation of the professional competence of a future specialist. No less effective type used for teaching a student audience is the use of video lectures from native speakers, which can be used both in class and in independent work. . The teacher can rationally approach the choice of lectures from conferences and seminars suitable for his lesson on the website videlectures.net. The methodology of rational teaching of professional terminology assumes both effectiveness, and appropriateness and efficiency, and cost-effectiveness and purposefulness of the teacher's teaching actions and the students' learning actions, as well as the individual trajectory of students' self-study [6]. Some scientists note the importance of the method of subject-language integrated learning CLIL (Content and Language Integrated Learning). It contributes to the fact that it forms students' linguistic and communicative competencies in a foreign language in the same educational context in which they form and develop general educational knowledge and skills and forms young people's confidence in their abilities, and also provides support to those who have not been successful enough in learning languages in the traditional form [7]. This method assumes teaching a number of subjects that are basic for students in English and increases motivation to study it as a necessary tool in mastering a future profession. However, foreign language teachers, as a rule, lack the necessary amount of knowledge to teach a particular subject. In other words, they

need a second, specialized education. As for subject teachers, they do not have a sufficient command of English. Therefore, today, technical educational institutions, more than ever before, need highly qualified specialists who can lecture and conduct practical classes in two languages. The end of the last century was notable for the fact that in higher education institutions, the main European communicative methodology for teaching a foreign language was the so-called "PPP" (Presentation-Practice-Production) methodology. This methodology is based on the fact that first the teacher provides the context and language situation, explains and demonstrates the meaning and form of new terms and constructions.

CONCLUSION

In conclusion, I would like to note that the process of intensive teaching of professional technical terminology of the English language should be based on a carefully thought-out combination of methods and their correct application. Technical terminology should be introduced during productive work: listening to foreign speech, reading texts, writing and speaking. During the training, it is necessary to pay due attention to Internet resources and the use of video lectures, which help to assimilate the material both in the classroom and in independent work. The conducted study showed the effectiveness of the proposed methodology for teaching students of a technical university professional terminology. The assimilation of the terminological vocabulary in the specialty has improved significantly, which is confirmed by the results of the completed modular work and test assignments. The oral survey also indicates a good level of monologue and dialogic statements, language literacy, which is very important for further professional activity. All these factors indicate the need to develop and implement a number of strategic measures that will ensure the acquisition of language knowledge, form general educational and professional competencies of students of a technical university, introduce them to the culture of the country of the studied language. The relevance of this study is determined by the importance of the problem of intensive teaching of English professional terminology and the need for further improvement of the educational process in a technical university. The above served as the basis for choosing the topic of this study, "Intensive training of students of a technical university in professional terminology." A term (from the Latin terminus - border, limit) is a word or combination of words used with a shade of special scientific meaning. Basically, it belongs to the field of vocabulary of limited application - scientific style.

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