

Terminology Teaching Methods Technical Specialists

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Annotation: The article examines modern methods of teaching a foreign language to technical specialists, such as the case study method, writing essays, making oral presentations and group training, their features and effectiveness in order to successfully master terminology in the specialty.

Key words: Terminology, method, training, terminology in the specialty.

Scientific and technological progress, universal computerization, the introduction of innovations in all branches of science and technology, the requirements of automation of transmission and processing information in various fields of human activity leads to the emergence of new terminological units and, as a result, an increase in the importance of terminology as a means of obtaining and organizing scientific knowledge. According to V. M. Leychik, "the intellectualization of language recognized by many scientists is largely associated with the widespread use of special vocabulary in it" (2, p. 20).
Scientists

It has been estimated that over 80% of all new vocabulary in modern languages are special lexical units (1, p. 20). Techniques and methods of teaching terminology in English are currently poorly developed. Modern specialists should have knowledge, skills and business communication skills, have an understanding of the organizational structure of the business world, the norms of business etiquette, in particular, in an intercultural context. The problem is that a student of a language university cannot study all the disciplines according to the program of special universities and compete with his own knowledge with specialists in a particular field of activity. The special knowledge of an engineer with knowledge of a foreign language should be of a very special kind.

Teaching terminology to students of technical specialties is especially relevant, since without sufficient knowledge of it is impossible to penetrate into any special field of activity and provide various forms of interlanguage communication in the field of business communication.

Among the wide variety, we will consider the most productive methods of training technical specialists, based on the practice of working in a technical university for the training of specialists in the field of rocket science and aviation. There are several methods for teaching future terminology specialists. Over time, some of them become obsolete and are replaced by new ones. The choice of methods determines their compliance with the following pedagogical concepts: a communicative approach; an approach to problem solving; professional orientation in teaching foreign languages; a learning-oriented approach. Ideally educational

The process should be based on a carefully thought-out combination of teaching methods. One of the widely used methods is the case study method, in which students analyze real economic, social and business situations. Students should understand the situation, suggest possible solutions and choose the best one. The cases are based either on real factual material or are close to the real situation. Students are usually given the text of a thematic up to 2 pages of content, including introductory information, a description of the event or problem, as well as questions for group discussion. This method is proposed to be used with advanced level students for whom communication in a foreign language is not particularly difficult. There are some errors in pronunciation and grammar that do not affect the understanding of the material under discussion as a whole. The case study method includes: free

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discussions, directed discussions, group research work, written assignments and other activities (5, p. 88).

When using this method in practice in the process of studying terminology on the topic “Ballistic Missiles”, students were offered two texts to read and translate, to which a list of terms with explanations and comments was attached. Students more accurately understood and correctly used the studied vocabulary after working with texts in which the practical use of terms is clearly visible.

M. Montaigne is considered to be the creator of the essay genre (3). The purpose of the essay is to develop skills such as independent creative thinking and writing your own thoughts. Writing an essay develops the ability to reflect on tasks, analyze, compare and contrast. Students are encouraged to read literature in the language they are studying and complete tasks related to writing an essay.

For example, when studying the topic “Liquid propellant engine”, students were offered a list of terms that they had to use when writing an essay. The analysis of vocabulary knowledge before and after writing shows that the level of proficiency

The terminology of the topic under study is much higher after writing the essay. After writing the essay, a lexical test was conducted, as a result of which there was not a single negative answer from fifteen students interviewed.

It is impossible to ignore such a method as making presentations. This method is an important component in teaching a foreign language, develops the ability of public speaking and public speaking skills. It is also a good way to develop speaking skills and the ability to lead a discussion. Students of technical specialties need the skills to present information and conduct briefings in their future work. Therefore, they should be taught instructive and demonstrative speeches and presentations followed by discussion. While working on a presentation, students master the skills to capture key concepts, phrases, quotations, short text information in writing, and print it on the slides. The task of the teacher is to check and, if necessary, correct existing mistakes, direct students to memorize difficult words. When reading new information, images on the screen allow you to associate a phrase in a foreign language directly with an object or action. Seen on the screen colorful pictures, diagrams, animated images contribute to a better perception and assimilation of new material. The process of working on the creation of each individual slide is built as a process of solving constantly complicated speech problems tasks that require students to make intellectual search efforts.

Work continues on the formation of sustained interest and motivation for further study of a foreign language. Working on a presentation develops students' imagination, imagination, creative thinking, independence and other personality qualities. All this reflects the developmental aspect of learning. After students have made a presentation to an audience of listeners, they should be able to provide additional comments and answer questions, if necessary. Using a visual designed as a support, the student speaks on professional, specific topics, providing listeners with greater knowledge and a clearer understanding of the material being presented. Many years of experience at a technical university shows that presentations can last for 4-5 minutes, but in some of the most advanced groups, students themselves vote for a limit of 12-15 minutes. Advanced level students are happy to join the discussion, demonstrating knowledge of a certain material on their specialty and practicing the use of the studied terminology in the discussion process. For students who do not have fluent speaking skills, this is a great opportunity to immerse them in the language environment and strive to improve their language skills.

And the last of the most commonly used methods is group training, which includes a wide range of activities. The term "group learning" came from the Western practice of higher education, where this approach is used in teaching it has been used for a long time. American Professor L. Trump introduced this method of work in the 50s and 60s of the XX century (4). One of the specific forms that has become widespread in recent years is the conduct of one discipline by two teachers. For example, this method is used when the seminar is led by a practitioner who does not have special skills in terms of communicating with the group. In this case, a professional expert works with him, who works with the dynamics of the group, fills the training with meaning.



This method was used in the joint management of the lesson by a native speaker an expert engineer in the field of rocket science and a teacher of a group of students. A native speaker shares professional knowledge with students, and the teacher organizes the work of students in the classroom, directs and coordinates, helps explain difficult moments for students, if such occur. Students are happy to take such classes, prepare for them more carefully in order to be able not only to listen, but also to ask questions and express your opinion. Thus, the motivation of students' increases, and as a result, the general language level and the level of knowledge of terminology.

The advantages for students when using this method are undeniable. For teachers, this practice also brings a lot of benefits. In preparation for classes, the professional level increases and the methodological horizons expand. The ways to implement group learning may vary. Both teachers working in pairs, they can teach classes at the same time. One teacher can lead the class and the other can observe. It is also possible to divide the group into subgroups, in which individual topics are considered under the guidance of teachers. With this division, one teacher works with the stronger part of the group, the other with lagging students. And finally, a technique in which one teacher conducts a lecture course and the other conducts practical classes.

Successful group learning can be beneficial for both teachers and for students. Teachers get the opportunity to develop professionally, and students gain valuable experience not only in mastering terminology in their specialty, but also in the ability to build professional relationships in simulated situations. Group training requires careful planning and preparation.

At the same time, some rules and requirements should be observed:

1. the teacher must be flexible in the planning and teaching process;
2. Teachers should be able to cooperate, have a conciliatory spirit and a commitment to practice together;
3. teachers should have equal status and responsibilities, regardless of their age, experience and education;
4. Teachers should have a common goal and joint coordination of activities.

The advantages of the teaching methods mentioned above are numerous, and their use contributes to the development of students' oral and written skills in mastering terminology in the field of study. Learning a foreign language should not take place separately from the formation of the professional competence of a future specialist. Foreign funds languages are designed to provide a reliable language platform and serve as an incentive for career growth.

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