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THE PROCESS OF LEARNING TERMINOLOGY IN ENGLISH AND ITS APPLICATION IN COLLOQUIAL SPEECH

Abstract: The article is about the relevance of this material is determined by the need to develop principles for the implementation of a communicative-cognitive approach to teaching terminological vocabulary, as well as the need to develop an effective set of exercises for mastering terminological vocabulary for students of non-linguistic universities. There should be a development of complex exercises for the formation and improvement of terminological skills and abilities necessary for the implementation of professionally oriented foreign language communication. The other thing is that completely new opportunities open up if it is in connection with the advent of affordable computer hardware and software if an instructor fulfills such programs with terminology that students should master. Students can demonstrate their interest both in IT mastering and professional (terminology) language learning desire in this case.

Key words: non-linguistic, terminology, professional, component, communicative

Аннотация: В статье актуальность данного материала определяется необходимостью разработки принципов реализации коммуникативно-когнитивного подхода к обучению терминологической лексике, а также необходимостью разработки эффективного комплекса упражнений для овладения терминологической лексикой для студентов неязыковые вузы. Должна быть разработка комплексных упражнений для формирования и совершенствования терминологических навыков и умений, необходимых для осуществления профессионально ориентированного иноязычного общения. Другое дело, что совершенно новые возможности открываются в связи с появлением доступной компьютерной техники и программного обеспечения, если преподаватель выполняет такие программы с терминологией, которую должны освоить студенты. В этом случае студенты могут продемонстрировать интерес как к освоению ИТ, так и желание изучать профессиональный (терминологический) язык.

Ключевые слова: неязыковая, терминология, профессиональная, компонентная, коммуникативная.

Izoh: Maqolada ushbu materialning dolzarbligi terminologik lug'atni o'rgatishda kommunikativ-kognitiv yondashuvni amalga oshirish tamoyillarini ishlab chiqish zarurati, shuningdek, talabalar uchun terminologik lug'atni o'zlashtirish uchun samarali mashqlar to'plamini ishlab chiqish zarurati bilan belgilanadi. lingvistik bo'lmagan universitetlar. Kasbiy yo'naltirilgan chet tilidagi muloqotni amalga oshirish uchun zarur bo'lgan terminologik ko'nikma va malakalarni shakllantirish va takomillashtirish bo'yicha kompleks mashqlar ishlab chiqilishi kerak. Boshqa narsa shundaki, agar o'qituvchi talabalar o'zlashtirishi kerak bo'lgan atamalar bilan dasturlarni bajarsa, arzon kompyuter texnikasi va dasturiy ta'minotining paydo bo'lishi bilan bog'liq holda mutlaqo yangi imkoniyatlar ochiladi. Talabalar bu holatda ham ITni o'zlashtirishga qiziqishlarini, ham professional (terminologiya) til o'rganish istagini namoyish etishlari mumkin.

Kalit so'zlar: nolingvistik, terminologiya, professional, komponent, kommunikativ.

Teaching terminological vocabulary within the framework of a foreign language course for special areas is one of the most important components of the task of forming a professionally

oriented communicative competence of non-philologists. Terminology is a means of obtaining information and mutual understanding of communicators in the process of joint professional activities. Terms form a professional component of information and are included in the productive dictionary of specialists. Terminology is one of the necessary conditions for the implementation of intercultural communication in the professional field.

The formal compilation of terminological lists in isolation from the implementation of professional speech communication, translation and subsequent mechanical memorization of terms from these lists is an end in itself, devoid of practical meaning. In the conditions of teaching reading and translating literature in the specialty, the necessary terminology is acquired receptively, but not productively, the possibility of genuine dialogic communication is excluded, and the possibility of effective joint activity of future specialists is most significantly limited.

Teaching terminology in the process of speech communication makes it possible to successfully solve the problem of forming a professionally oriented communicative competence of non-philologists, which consists in developing their ability to carry out full-fledged professional communication in a foreign language.

Taking into account the features of the native language makes it possible to understand the features of the transfer of semantic content by adequate language means, to avoid the mechanistic and unnatural translation, important for understanding phrases

The effectiveness of a teacher of a foreign language for special purposes depends on his knowledge of the necessary language material, the ability to use it in speech, the ability to explain this material and achieve its assimilation by students, competence in teaching practice, theory, terminology, general erudition.

The relevance of this material is determined by the need to develop principles for the implementation of a communicative-cognitive approach to teaching terminological vocabulary, as well as the need to develop an effective set of exercises for mastering terminological vocabulary for students of non-linguistic universities.

Teaching non-philologists foreign language special terminological vocabulary is carried out effectively when:

teaching a foreign language as communication; based on the communicative-cognitive approach;

 in the conditions of teaching all language aspects (pronunciation, vocabulary, grammar) and all types of speech activity (speaking, reading, listening and writing);

subject to the involvement of students in active speech activity;

in the implementation of the selection and organization of educational material on the basis of subject orientation and professional significance.

There should be a development of complex exercises for the formation and improvement of terminological skills and abilities necessary for the implementation of professionally oriented foreign language communication.

The program on foreign languages for universities of non-linguistic specialties emphasizes the need for a communicative-oriented nature of the university course of a foreign language. The

aim of the course is to acquire students' communicative and linguistic competence, the level of which allows them to use the language practically both in their professional activities (search for the necessary information, oral communication, the ability to record information, etc.), and for the purposes of self-education. At the same time, communicative competence is understood as the ability to correlate linguistic means with specific areas, situations, conditions and tasks of communication in the professional field.

However, in accordance with the educational standards for the training of specialists in non-linguistic specialties, it is proposed to study a foreign language as a subject that contributes to the development of a communicative culture and expands the cognitive capabilities of students of non-linguistic universities only during the first year of study. A foreign language is given a secondary role in relation to special disciplines.

One of the conditions for successful communication in a foreign language at a level accessible to students is well-formed lexical and translation language skills, which are important components of language competence and the content of teaching a foreign language. "It is shown that the success of the educational process depends on the correct combination of modern and traditional teaching methods." https://reserchjet.academiascience.org/index.php/rjai/article/view/608

Practice shows that approximately by the middle of the language teaching course in non-linguistic universities, the problem of increasing the effectiveness of teaching vocabulary arises. This is due to the fact that students accumulate a certain vocabulary, it becomes more and more difficult for them to memorize new words and keep them in memory. The process of forgetting lexical units, that is, terminologies, begins. In this regard, the quality of speech (both oral and written) suffers, since it is directly dependent on the formation of lexical and translation skills. In addition, the expanding range of communication situations requires a larger volume of lexical items and stronger lexical and translation skills.

Thus, there is a growing need to increase the vocabulary of students, better memorization and preservation of lexical units in the memory of each student and the organization of more intensive training in their use in order to create independent speech works for them, for high-quality translations, which is impossible without changing not only the content of training, but also the very approach to teaching this subject. It is necessary to abandon outdated textbooks and forms of work, to make greater use of new information technologies and the achievements of scientific and technological progress. Completely new opportunities open up if it is in connection with the advent of affordable computer hardware and software if an instructor fulfills such programs with terminology that students should master. Students can demonstrate their interest both in IT mastering and professional (terminology) language learning desire in this case.

The process of forming lexical and translation skills at all its stages requires the use of a dictionary that allows you to store lexical units, reproduce lexical units based on graphic symbols, provide a variety of lexical exercises, organize a quick search for the required lexical units, and perform high-quality translation.

The effectiveness of learning English by students of non-linguistic specialties of universities can be increased due to the more effective formation of lexical and translation skills using a technical dictionary created on the basis of modern information technology achievements.

An analysis of scientific, pedagogical and methodological literature suggests that works close to the topic under study are not systematic and, as a rule, rely on traditional language teaching technologies that do not provide efficiency and the required level of training. Existing computer courses, programs, dictionaries for language learning solve particular problems of learning, are

not supported by adequate scientific and methodological support, which makes it difficult to introduce them into a wide teaching practice.

Thus, there is a contradiction between the high requirements for the level of language competence of students of non-linguistic specialties of universities and the insufficient theoretical development of the foundations for the formation of this level. An individual approach to this problem can, to a certain extent, find a solution. The development of communicative methods of teaching English based on professional terminology can provide a sharp breakthrough in the assimilation of terms by students in their profession at the level of oral speech in the form of dialogues, debates, presentations, etc.

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