

## IMPORTANCE OF TEACHING ENGLISH BY USING PROFESSIONAL TERMINOLOGY IN THE SPHERE OF EMERGENCY SITUATION

**Malohat Yulchievna Badalbaeva**

Senior teacher of the Languages Department of the  
Ministry of Emergency Situations Academy

**Annotation:** This article devoted to open the theme importance of teaching English by using professional terminology in the sphere of emergency situation. Furthermore, basic principles of educating vocabulary of emergency situation were noted.

**Key words:** Local languages, emergency healthcare, capacity-building, science popularization, technical writer, communicative competence, inseparable part .

**INTRODUCTION:** Many parts of the world are currently experiencing significant levels of violence and conflict. The role of education and language learning in these areas is very important, and can provide short and long term benefits for people in these situations. The use of terminology starts from very simple occasions in our ordinary life and develops to the higher communicative levels. However, if terminology for non-professionals is an option, for specialists is a necessity. Terminology is a necessity for all professionals involved in the representation, expression, communication and teaching of specialized knowledge. Scientists, technicians or professionals in any field require terms to represent and express their knowledge to inform, transfer or buy and sell their products. There is no specialty that does not have specific units to denominate their concepts.

The increasing number of disasters has stimulated researchers to understand the dynamics of disaster, crisis and emergency more than ever before. Frequently, these terms are used interchangeably, but they actually could mean three very different things. A comprehensive and systemic review of literature was undertaken to understand the nature and complexity of the terms disaster, crisis and emergency, and to further establish the similarities and differences of these terms to use them more effectively within the mainstream literature. The sudden nature of these events and the damage caused are the common features of all three terms, even though emergency does not always have to be of a sudden nature. In addition, the unique features associated with each term and the common features between two of the three terms were also identified. Accordingly, crisis and disaster share many common features compared to emergency, and as such they are closely interconnected. Further, the term emergency has some contradictory features of its own, which indicates the nature of the emergency can vary depending on the situation. Also, by analysing the relationships between the terms, the authors conclude that both a crisis and an emergency would lead to a disaster if neglected or mismanaged.

**LITERARY ANALYSIS:** Studying terminology is the foundation of all subject fields. Apart from creating solutions to the terminological difficulties and the challenges many specialists or non-specialists face, it paves the way for the development of the languages and terminology that improves the quality of communications, either internationally or nationally[1]. Without studying terminology, technicians and specialists would probably never realize how important protecting and maintaining a language is for communicative purposes and cultural identity. Not only scientific and technical specialists inevitably need terminology, but also all communicative mediators dedicated to science popularization and promotion, specialized translators and interpreters, supervisors, technical writers, teachers of language for specific purposes and also language planning specialists need to get familiarized with terminology. Additionally, studying terminology enhances the use of national or local languages by raising the awareness about the probable communicative and cognitive challenges the use of foreign languages would bring about.

Although it is not infrequent for experts with an acceptable level of a second language to try to write or translate texts because of their knowledge of terminological correspondences, they generally find that writing an article in another language is far from simple. Similarly, there are writers

or translators who believe that their syntactic and semantic knowledge of one or more languages guarantees an adequate scientific or technical text in the same language or another language without any other previous preparation or documentation. Both endeavors can be extremely difficult to perform successfully. Terminological units and their correspondences possess both paradigmatic and syntagmatic structure. In other words, terms not only represent specialized concepts, but also have syntax and collocational patterns within general language.

In this sense, merely knowing terminological correspondences is often not enough since such units, when inserted in context, affect the text at all levels. However, it also must be said that linguistic knowledge in itself is not a sufficient guarantee to produce an acceptable text in a specialized knowledge field. A translator or technical writer must likewise be aware of the types of conceptual entities that the text is referring to, the events that they are participating in, and how they are interrelated. This signifies that writers and translators of specialized texts must also be closet terminologists and be capable of carrying out terminological management as a means of knowledge acquisition. This is one of the reasons why an understanding of terminology and specialized knowledge representation is a key factor in successful scientific and technical text generation and translation. Terminology as a discipline of study is a relative newcomer. In fact, it came into being because of the growing need to facilitate specialized communication and translation, as well as knowledge transfer between text users belonging to different language communities and with similar knowledge levels. In the past, Terminology and Linguistics have mostly ignored each other. In its initial phase, Terminology was interested in asserting its independence from other knowledge areas, and creating a totally autonomous discipline. This goal led terminologists to go to great lengths to emphasize differences between Terminology and Lexicology even to the extent of affirming that terms are not words. In a parallel way, linguistic theory has largely ignored Terminology, probably because specialized language has been and is often regarded as merely a special case of general language. Thus, it was not considered worthy of serious study because anything pertaining to general language was also presumed to be true of specialized language.

**RESULT AND DISCUSSION:** Language is the system of using words to communicate with other people. Specialized language has the same function but on a different level. Learning and dominating vocabulary of a domain would give us the opportunity to comprehend specific topics and communicate about them. For instance, for making conversations about politics we need to know the appropriate terms of the context to be able to utilize them in our discussions. If you are interested in reading articles about cinema or art, you first need to know the vocabulary of the domain. Vocabulary learning and teaching is very important in learning English; nevertheless, vocabulary was a neglected area in foreign language teaching for a number of years. In order to develop students' communicative competence, language teachers should encourage them to learn as many words as possible. English for specific purposes course (ESP) are new trend in English Language Teaching and they include technical English, scientific English, English for medical professionals, English for waiters, and English for tourism. There are different opinions about teaching ESP courses but vocabulary is crucial in this sphere of teaching. Therefore, this paper attempts to add to existing studies on the use of vocabulary learning strategies in learning vocabulary in ESP. The students should become aware of the importance of language learning strategies and get trained to use them appropriately. Teaching vocabulary especially in ESP courses is becoming a challenge for English Language Teachers. Vocabulary is an inseparable part of any teaching syllabus and vocabulary should be taught in a well-planned and regular basis. It is essential to carefully decide what vocabulary will be selected for teaching, and what approach or activities will be used to teach it to the students[2].

As an emergency healthcare professional you will sometimes need English for different purposes: to cope with medical reading or journal articles related to emergency medicine; to communicate with other colleagues or with paramedical staff; to answer an incoming emergency call or for telephone exchanges; but you will specially be involved in situations in which your patient and his or her family, or even bystanders, do not speak Spanish. In order to help them and to deal with these situations, you should

develop your ability to communicate with them and improve your knowledge of technical English. It is important to learn some of the basic medical vocabulary and the common phrases to familiarize yourself with every emergency situation that you are likely to experience if you want to provide competent care despite the language difficulties you will find[3]. Reasons for education in emergency include the psychosocial needs of children and adolescents affected by trauma and displacement, the need to protect them from harm, and the need to maintain and develop study skills and disseminate key messages such as how to avoid HIV/AIDS, landmine awareness, environmental education and education for peace and citizenship. All these are aspects of the rights of the child. A key principle for education in situations of emergency and crisis is rapid response, using a community based approach, with capacity-building through training of teachers, youth leaders and school management committees.

Education should support durable solutions and should normally be based on the curriculum and languages of study of the area of origin. Survival and peace-building messages and skills should be incorporated in formal and non-formal education. Programmes must progressively promote the participation of under-represented groups, including girls, adolescents and persons with disability. Ongoing refugee programmes should develop procedures for rapid response to the needs of newly arriving refugee children and adolescents[4]. Recommendations include the strengthening of institutional commitment and preparedness, in terms of policy, staffing arrangements and training, and funding. There should be no question that UNHCR has a vital role to play in the education sector, along with its UN and NGO partners, since the international community provides it with the physical and human resources for a strong field presence in refugee, returnee and some other situations. Inter-agency cooperation, strengthened by the year 2000 World Education Forum and Inter-Agency Consultation in Situations of Emergency and Crisis, can help emergency education fulfil its humanitarian and peace-building roles.

Despite the fact that there is a difference between the terms disaster, crisis and emergency, they are closely interconnected, interdependent and overlap significantly. With a blurred line between the definitions of these terms, the mainstream literature uses the terms disaster, crisis and emergency interchangeably and in combination such as 'disaster crisis management' and 'crisis and emergency management'. The aim of this article is to systematically and critically review the arguments and counterarguments about the definitions of disaster, crisis, and emergency to date. A comprehensive literature review in the relevant field has been conducted in order to improve understanding of these phenomena. A qualitative conceptual content analysis has been carried out to establish the differences and similarities between disaster, crisis and emergency. The analysis reveals that the sudden nature of the event and the damage caused are the common features of all three terms, though emergency is not always of a sudden nature. Further, many common features have been identified between disaster and crisis, so that they can be used interchangeably up to a certain extent[5]. The term emergency does not share many common features with the other two terms and has some contradictory features.

The term “emergency education” is used at inter-agency level to refer to education in situations where children lack access to their national education systems, due to man-made crises or natural disasters. Its precise interpretation varies, from a concern with emergency education during the first few months after a crisis, to the years taken to restore normal education systems after a “complex humanitarian emergency”. In UNHCR “emergency response” is technically a matter of months, essentially referring to the time required to get the organization’s normal systems in place and operational. However, the tasks set forth in the education section of the UNHCR Handbook for Emergencies (UNHCR, 1999a: 106–109) take longer than this. UNHCR also recognizes that mass repatriation, albeit welcome, can create what is termed an “emergency-like situation” requiring “emergency-like” support. Almost all UNHCR education assistance is “emergency education” in the broad sense of the term, as used by many other organisations. For UNESCO, an educational emergency is a crisis situation created by conflicts or disasters which have destabilized, disorganized or destroyed the education system, and which require an integrated process of crisis and post-crisis response (UNESCO, 1999). For UNICEF “emergencies include natural disasters such as floods and earthquakes, and human-made crises such as civil strife and war”, as well as silent

emergencies such as HIV/AIDS, extreme poverty and children living in the streets (Pigozzi, 1999: 1). As will become evident during the presentation, the term “education in emergencies” increasingly serves as shorthand for schooling and other organised studies, together with “normalising” structured activities, arranged for and with children, young people and adults whose lives have been disrupted by conflict and major natural disasters.

**CONCLUSION:** Summing up all given facts above it should be noted that terminology plays an important role in the understanding of contexts and specialized texts. Understanding the intricate terminological details of the technical and scientific contexts helps students comprehend what the main message of the document is, and it helps specialists to transmit the content more effectively. Terminology helps individuals realize the interaction between the units of specialized texts and the whole context which is often a subconscious mechanism of knowledge acquisition. It also develops interests in the formation of new words and terms. Specialists in documentation and information science, as well as linguists practicing in language engineering and thematically specialized knowledge also require terminology. Even those general or theoretical linguists if they try to account for the global competence (general and specialized) of speakers and languages thoroughly they require to know about terminology” and specialized languages.

#### REFERENCES

1. Some Important Reasons for Studying Terminology – Terminosophy (wordpress.com)
2. Brikena Xhaferi. Teaching and learning ESP vocabulary. Received 5 November 2009 · Accepted 12 April 2010
3. ENGLISH FOR EMERGENCY BIEN.indd (e-ducalia.com)
4. <https://www.unhcr.org/sites/default/files/legacy-pdf/3b8a1ba94.pdf>
5. <https://openresearch.lsbu.ac.uk/item/872x5>