

FORMATION OF LEXIC SKILLS IN LEARNING FOREIGN LANGUAGE TERMINOLOGY IN A NON-LANGUAGE UNIVERSITY

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Annotation

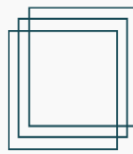
The article is devoted to the problem of teaching foreign language terminology to students of non-linguistic universities, in particular, to the issue of the presentation of new terms in the course of teaching professionally oriented reading. Mastering foreign language terminology is considered in the light of the competence-based approach to teaching foreign languages, i.e., first of all, as mastering the corresponding lexical skills, the quality of which largely determines the level of formation of the foreign language communicative competence of future specialists.

Keywords: lexical skills, communicative approach, foreign language terminology, non-linguistic university, speech skills, competence approach.

Mastering special terminology, which constitutes the lexical core of the language of any branch of knowledge, is considered by methodologists as the basis for the formation of professional foreign language communicative competence of future specialists and therefore is one of the main tasks of teaching a foreign language in a non-linguistic university [9]. In this regard, the search for new methodological solutions, which, in practice, would ensure a high-quality mastering by students of the foreign language terminology of their professional industry, does not lose its relevance.

Within the framework of a modern, competence-based approach to teaching foreign languages, it seems obvious that mastering terminology should be considered, first of all, as mastering the appropriate lexical skills necessary for effective information retrieval and information-analytical activities, as well as for professional communication in a foreign language. The question of the formation of speech skills and abilities is one of the central in the methodology of teaching a foreign language, because it is they that largely determine the level of formation of a foreign language communicative competence in general, the degree of readiness to use a foreign language as a means of communication. The problem of developing speech skills has attracted and is attracting the attention of many specialists, however, some issues remain unresolved. So, in particular, the methodology of teaching professionally oriented foreign language vocabulary is recognized as insufficiently developed, including the methodology for developing lexical skills and abilities in teaching special foreign language vocabulary [12].

In this article, we would like to highlight some key aspects of this problem and offer a possible methodological solution to one of its aspects. The "New Dictionary of Methodological Terms and Concepts" proposes to interpret the term as "a word or



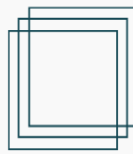
phrase that defines a concept from different areas of knowledge", and the terminology, respectively, as "a set of terms used in any field of science, technology, art and etc." [2, p. 309].

Meanwhile, in the study of terminology itself there is still no generally accepted definition of the concept "term". "If we sum up all the research on terminology," writes Z.I. Komarova, "then we can come to the conclusion that there is no unit more multifaceted and indefinite than a term" [6, p. 3]. In connection with the "many-sidedness" and "uncertainty" of the term, it is not surprising that for methodologists, the problem of teaching special vocabulary continues to be the topic of many discussions for decades. In recent years, both in the study of terminology itself and in the methodology, the cognitive approach, which has developed within the cognitive-discursive paradigm of scientific knowledge as a whole, has become especially widespread. The mastery of special vocabulary began to be considered in a broader context - as a necessary condition for the formation of a professional linguistic picture of the world and the formation of the linguistic personality of a future specialist [10] this approach has also become a conceptual methodological basis for the creation of new terminological educational dictionaries-minimums [10].

Designating cognitive terminology as a new, fifth, stage in the development of this branch of science, V.M. Leichik, in particular, draws attention to rethinking the very essence of the term. If earlier the term was considered as a kind of static unit ("the result of cognition", "the name of the lump of meaning"), then the new approach reveals the dynamic nature of the term, considering it as a "verbalized special concept that appears and improves in the process of cognition" [7, p. 235]. The term is born in speech, in discourse, serves as a means of materializing developing knowledge.

The new approach has increased the interest of scientists in the very texts of scientific and technical discourse as an environment for the direct functioning of terms, as a result of which new important conclusions were drawn regarding the functional features of the latter. As B.N. Golovin writes, "attention to the living functioning of terms in real texts" allowed scientists "to eliminate the illusions that had arisen earlier". One of these "illusions" was, in particular, the conviction that the study of terms should certainly "in the sphere of fixation, i.e. in dictionaries" [5, p. fourteen]. "Attention to the living functioning of terms in real texts" is necessary in the process of teaching special vocabulary of both native and foreign languages. This is determined both by the specific features of the terms themselves, which, according to V.M. Leichik, are born in speech, in discourse, and by the requirements of a modern, communicative approach to teaching foreign languages, within which the text is a product of speech activity, as an example of that how the language functions is "the initial and final unit of learning" [1, p. 35].

In this regard, it seems natural and logical that many issues related to teaching special vocabulary are most often considered by methodologists in close connection with the



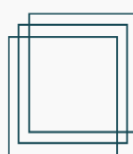
problems of teaching professionally oriented reading. One of the most important aspects here is the presentation of new terms, on which both the subsequent perception of the text and the degree of its understanding, as well as the likelihood of mastering the new words themselves, the stability and flexibility of the corresponding speech skills formed in the process of working on vocabulary, largely depend on it. Discussions around the most productive way of semantization (translation / non-translation) and the most appropriate stage of its implementation (before textual / with or after textual) is to a certain extent a particular manifestation of a more global problem - the problem of psychophysiological mechanisms underlying speech production and the expediency of their direct involvement in the process of teaching a foreign language (in particular, for the successful formation of speech skills and abilities).

For a long time, teaching a foreign language was based on a translation-grammatical approach, the leading principle of which was the principle of conscientiousness, arbitrariness, in other words, the principle "from knowledge to skills." The ineffectiveness of such a technique is confirmed by the very practice of its implementation, and its theoretical inconsistency was substantiated by B.V. Belyaev. In particular, the scientist showed that there is a confusion of the concepts of skill and skill and no clear distinction is made between primary and secondary skills [3, p. 28].

The communicative approach, which is basic for the modern methodology of teaching a foreign language, focuses on mastering certain aspects of the language not through their arbitrary memorization, memorization, but through their use in speech activity, and speech in this case, as I.A. Zimnyaya writes, should be understood, first of all, as "a way of forming and formulating thoughts" [13, p. 80].

The possibility of overcoming the "gap between theoretical knowledge and practical possibilities of its use" was seen by methodologists in the "transition from the school of memory to the school of thinking" (I.A. Zimnyaya), when "language is assimilated as an instrument of thought" (R. P. Milrud), by others in words, when the model of cognitive activity (cognitive processing of information), which is the basis of the educational process, "provides the actualization of the psychological mechanisms of assimilation of receptive and active vocabulary" [11, p. 6].

Note that the communicative approach, although it in many ways interprets the skill itself and its role in mastering a foreign language, and also offers other ways of developing skills, does not at all reject "conscious" forms of working on linguistic material. Therefore, in his famous article "The principle of communication today" A.A. Leontiev, one of the main theorists of the communicative approach, subjects very harshly to criticism of the popularization of the principle of communicativeness "without banks", speaks of the inadmissibility of neglecting the didactic principle of conscientiousness and emphasizes approaches there is no contradiction. Communicative and deliberately systematizing approaches solve different problems, corresponding to different stages of speech production and different aspects of mastering a foreign



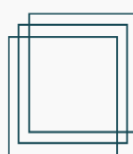
language. “The principle of communicativeness,” the scientist concludes, “is the same methodological principle as the principle of consciousness and one does not exclude, but presupposes the other” [8, p. 359].

While recognizing the importance of familiarizing students with some theoretical aspects of terminology and use in the foreign language being studied, we nevertheless consider not very well-grounded the very widespread practice when such acquaintance occurs already at the pre-text stage, i.e. when the reading of the text is preceded by the semantisation of terms, as well as the explanation and discussion of their structural-semantic and other features. Note that the implementation of the traditional setting of the pre-text stage, designed, firstly, to motivate students to read the text, to arouse their interest in its content and, secondly, to minimize its main lexical and grammatical difficulties, in fact often turns out to be very contradictory. Before reading the text, work on the language material, if it goes beyond the framework of a motivating thematic conversation, is voluntarily or involuntarily realized by the students as acquiring the knowledge necessary for subsequent work with the text.

The knowledge gained (in particular, the knowledge of new words and some of their features), of course, facilitates the perception of the text, but the emphasis inevitably shifts and there is a risk that the text itself will be perceived by students as just a certain example of the use of new words, and reading the text - as a kind of exercise to consolidate them. With this perception, reading loses the character of speech activity, ceases to be an act of communication aimed at satisfying the need for information. It is noteworthy that this negatively affects not only the effectiveness of teaching reading as such, but also the effectiveness of reading as a means of teaching, including as a means of teaching foreign language terminology. Based on the results of fundamental research in the psychology of memory of A.A. Smirnov, P.I. Zinchenko, A.V. Petrovsky and others, S.K. Folomkina notes that the organization of reading as a speech activity significantly increases the accompanying mnemonic effect, while the often observed attitude of students to memorize language, on the contrary, reduces. “In other words,” concludes S.K. Folomkina, “the attitude of students to reading as a way of mastering the linguistic material of the text leads to the fact that both the memorization of the material and the development of reading suffer” [4, p. 35-36].

In conclusion, we note that the set of proposed answers, of course, is largely determined by the content of the text and the question posed, however, in most cases, it remains possible, firstly, to focus on the linguistic aspects of the material to be studied (for example, by offering students as answers terms with a similar structure) and, secondly, to adapt the task to the level of special training of students (for example, to facilitate it by offering, among others, categorically inappropriate answers, thereby narrowing the range of possible options).

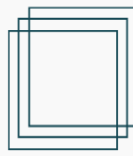
In general, it can be stated that the proposed method of working with special texts meets the basic requirements of the communicative approach, creates the conditions



necessary for the qualitative formation of relevant lexical skills, and contributes to the development of professionally oriented reading skills, in particular, the ability to anticipate.

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