

## FORMATION OF TERMINOLOGICAL COMPETENCE IN ESP EDUCATION

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### ABSTRACT:

**The article examines the formation of terminological competence as a requirement of professional education, that is, the process of ascent from simple to complex. With regard to the topic of the article, the formation is characterized not only by quantitative, but also by qualitative characteristics. It analyzes the generally accepted highlighted three main stages in the work on vocabulary with examples.**

**KEYWORDS: terminological competence, the concept of term, professional texts, professional competence, term classifications.**

### INTRODUCTION:

The actualization of proficiency in a professional language in the academic environment is due to a number of reasons: the possibility of international professional contacts, internships, tests, international cooperation, and the desire to master professional literature and publish abroad. Students studying a professional language at a university are characterized by a very high degree of motivation, as they see real prospects for using such a language in their professional activities. This, in turn, imposes increased demands on the development of professional vocabulary and the formation of terminological competence.

The problem of terms becomes the subject of active discussions among scientists and linguists in the middle of the 20<sup>th</sup> century in the worldwide. By now, a fairly stable understanding of what a term is, what are the differences between words, concepts and terms has been

formed. The concept and the word are interconnected. We can say that a word is a form of expressing concepts. The concept is formed, expressed and fixed in the mind with the help of words or phrases.

An object can be represented by a word in speech and a concept in the field of intelligence. Unlike a word, a concept is abstracted from the characteristics of individual objects, which are expressed in words. That is why many authors emphasize the national character of the word and the international character of concepts. Terms are a type of concept. The main feature of the terms is a clear correlation with the designated object, object, and phenomenon. The most common terms are in scientific language and are the basis of any professional speech.

The term (from Lat. Terminus - border, limit) - "linguistic sign (word or combination), correlated with a special concept, phenomenon or object." In the Methodological Glossary, a term is defined as a word endowed with the function of denoting a scientific concept that, together with other concepts of a given branch of science or technology, constitutes one semantic system." [2]

Based on the above, we propose to define terminological competence as the main part of professional competence, which makes it possible for researchers, students, undergraduates to participate in professional intercultural communication on the basis of mastering general professional, professional and narrow professional terms. More specifically, this is manifested in the ability:

- Choose terms appropriately and generate correct terminologically rich speech; - correctly understand, convey professional texts and

speech of specialists; - to professionally interpret the speech of foreign colleagues.

Since terms are the basis of professional communication, neither reading nor speaking on professional topics is possible without mastering them. Knowledge of terms, terminological correspondences and the ability to use them in speech is the most important component of the professional readiness of a modern scientist.

It is proposed to consider the formation of terminological competence on the example of teaching a professional language in a bachelor's degree. The choice is due to the relevance (as shown at the beginning of the article) and the lack of research that would take into account the specificity of bachelor students.

The peculiarity of this variant of the formation of terminological competence is manifested in the educational process:- limited time frames;- availability of a university level of knowledge of a professional language;- high requirements of the state educational standard, including terminological competence. [4]

#### **METHODS:**

In the process of forming terminological competence, one should also take into account the characteristics of the subjects of the educational process (teacher and student). A high degree of differentiation of the group according to the level of knowledge of the professional language, the presence of a narrow professional specialization, a relatively high motivation to improve the professional language, developed intellectual, cognitive, psycho-emotional abilities.

This specificity should be taken into account when choosing educational methods in general, as well as in the process of their specification.

It makes sense to be based on the following classification of terms to be mastered: general scientific, professional (industry), highly specialized.

Since in terminological competence we are talking about lexical units (word, word formation), when choosing exercises, a number of general rules should also be followed that help optimize the process of forming professional competence.

#### **MATERIALS:**

It is generally accepted that there are three main stages in the work on vocabulary: (all with examples).

- 1) Acquaintance with new vocabulary (mastering the sound-graphic-motor image of a new word);
- 2) Consolidation of vocabulary (formation of a generalized semantic image of a word);
- 3) The use of lexical units when generating their own statements.

Each of the three stages is subdivided into component parts. The purpose of the first stage is to explain (present) new vocabulary, disclose its meaning, and also to familiarize students with its form of use, multiple reception of activated special lexical units in texts.

The first stage, that is, the explanation (presentation) of the new vocabulary, is aimed at revealing its meaning (semantisation), as well as acquainting students with its form and use. It also includes control over the correct understanding of the meanings of a particular lexical unit - a term. And finally, the first stage comes to the end with primary training (activation). It aims to capture new material in the memory of trainees.

The most common ways of presenting specialized vocabulary in vocational-oriented vocational language teaching are as follows:

- 1) Introduction of new words with an explanation of their lexical meaning and bringing their grammatical forms in a verbal way, adequate to the level of training: translation (definition in the native language), description (definition in a foreign language), contextualization (explanation of

meaning through context), semantic and syntactic analysis (explanation of the meaning based on word formation).

2) Introducing new words in a non-verbal way - based on clarity. Many terms cannot be explained in well-known words. It is much easier to introduce them with the help of visualization: drawings, pictures, drawings, multimedia demonstrations, etc. [3]

When presenting special vocabulary, it is important to use such a property of scientific terminology as its consistency, which allows you to enter vocabulary not as a list of isolated lexical units, but as a system of interrelated and interdependent terms, which in their totality cover a certain thematic field corresponding to a separate section of science. The basis of this approach is a visual and graphical presentation of large blocks of terminology industry.

The stages of the preparatory work include the selection of the basic concepts of a given area (section, topic), their classification, the establishment of the relationship between concepts, as well as the drawing up of structural and logical diagrams, according to the selected conceptual categories and the selection of texts that include the designation of terms.

## **RESULTS AND DISCUSSION:**

One of the tasks of modern professional education is mastering a professional language. Terminology has several functions on different stages of becoming a specialist at the stage of professional training acts as a source of knowledge and a tool for mastering professional experience, during the period of professional activity a means of professional communication and the theoretical basis for the professional growth of a specialist through her replenishment and renewal. Therefore, confident knowledge of the terminology of the relevant field of knowledge is traditionally an indicator of the quality of assimilation educational material within the educational

process and its active use in communication among professionals promotes mutual understanding and cooperation when sharing experiences. [1]

To familiarize yourself with special vocabulary, it is not enough to confine oneself to its presentation, to explain some separate points related to the peculiarities of the form, meaning and norms of using a particular term. It is also necessary to check the correctness of students' understanding of the meaning of a particular word in as many of the most diverse contexts as possible, ensuring the perception of the entire set of features of a given unit by students. It is precisely the insufficient number of perceived patterns of the use of lexical units, on the one hand, and the insufficient number of perceptions of these patterns in the composition of texts. On the other, that lead to the fact that now of generating utterances, the studied special vocabulary is incorrectly either extracted from memory or is not used at all by the learner's terminological competence in vocational training.

In addition, working with new lexical units in different contexts is an excellent exercise for self-training and initial consolidation of the studied terms. Therefore, the most effective means of improving the quality of activating lexical material in memory is the use of new knowledge, abilities and skills in tasks that are provided for in the study of scientific texts.

The object of such tasks can be lexical operations for the perception and understanding of key terms that reflect the basic concepts of the text and make up its semantic integrity, as well as for finding the components that make up the psychological meaning of a special lexical unit. Task wording can be as follows:

1) Read the text, guess the meaning of the new terms (terms that are similar in sound or graphic terms are underlined in the text). Check the correctness of the dictionary guess.

- 2) Read the text and say with the help of what special vocabulary given below the topic of the text is revealed.
- 3) Read the text and select leading terms for each paragraph, group them according to the topics of the logical-semantic structure of the topic.
- 4) Read the text and, according to the topic, find a group of key terms that appear in the text at least 3-4 times.
- 5) Read the text and find all the key special lexical units included in the thematic group.
- 6) Read the text, follow the development of thought; based on the title of the text, draw a diagram of terms that convey basic information.
- 7) Read the text using the meaning of this vocabulary, tell me how it is characterized ..., what is reported about ..., what information is given about.
- 8) Read the text, write down the questions conveying information about., Using the terms given to you. What words related to general scientific vocabulary do you supplement your question?
- 9) Read the text and find the common variants of the data below the simple sentences and tell me what they say. [5]

From the point of view of developing students' skills of self-educational competence, it is especially important and effective to work with the use of various schemes and tables illustrating the structural-semantic principle of constructing word-formation nests and series of terminological vocabulary.

Let us move on to a more detailed analysis of the second stage. The second stage - consolidation - aims to automate the operations of extracting special lexical units from memory and the formation of skills in operating them in statements.

Tasks at this stage are, as a rule, training, survey, reproductive and laboratory-practical. At the same time, special attention is paid to exercises that ensure the perception and

reproduction of lexical units in the context of situations of verbal communication, which would illustrate their use in real speech. In the absence of an appropriate professional environment, the material embodiment of situations of speech communication is the text. Consequently, in order to provide conditions favorable for the calculation and imprinting of new lexical units, it is necessary for students to perceive a large number of vocationally oriented texts illustrating situations of real verbal communication. In the process of working with the text, students develop certain automatisms: guessing, anticipating, analyzing, working with a dictionary, etc., which are part of the structure of the self-educational competence of a specialist who already speaks a professional language.

When working on mastering vocabulary in a specialty, one of the ways to work with already selected vocationally oriented texts is detailed reading. In this case, memorization occurs on the basis of both voluntary and involuntary attention as a result of realizing the practical, cognitive and communicative value of the text and performing exercises. In exercises for detailed reading, lexical operations are performed against the background of the speech action of reading. The vocabulary in them acts both as a goal and as a means, but the result is a compulsory understanding of the information expressed by the lexical means. On the one hand, these exercises are aimed at in-depth and accurate understanding of what is being read, identifying basic information in the text, communicatively significant details. On the other hand, at this stage of the work, such tasks should be used that would focus the attention of students on the lexical units being studied, which are of communicative and educational value.

The objects of such exercises are:

- 1) lexical operations to identify numerous logical and semantic relationships of special lexical units of a given area, which help to form a dictionary-conceptual article of this key lexical

unit:- read the text and find all the words related to your specialty and denoting basic concepts and definitions;- read the text and look for generic terms-specific terms;- read the texts and, by the way, find all the lexical means denoting it as part of the whole;- read the texts and find generic terms for the given species concepts;- read the texts and write out words from them that would make up the semantic field;- read the texts and write down the words-terms on the topic in the form of a classification scheme,

- 2) lexical operations for the recognition and understanding of all lexical means of a coherent whole text, including word-formation means that ensure coherence at all levels;- read the text and write down a group of words with a component; name all the means that combine words into one group; - read the paragraph (text) and say which term is key in relation to the topic of the text and what pronouns the author used as its substitutes to ensure the coherence of the text;- read the paragraph and name one or two lexical elements of each subsequent sentence that connect it with the previous one in this paragraph;
- 3) lexical operations for recognizing and understanding various functional relations in a sentence and a text, expressed by lexical means: relations of space, time, purpose, etc.: read the text and say with the help of what special lexical units (verbs, adverbs, adjectives) the author reports on the development of events, processes in time;
- 4) lexical operations for recognizing and understanding stable phrases, phrases, clichés, service words that characterize the type of presentation, namely narration, description, reasoning and definition:- read the text and tell me what special vocabulary the author uses when presenting the direct chronology of the main stages in the history of the institute;- read the text and name the

terms that make up the description of the program, process;- read the text and find the lexical means that the author used to prove (refute) the thesis in all parts of the text.

The third, final stage of work on mastering vocabulary in the specialty - practice - is aimed at developing the skills of operating with special vocabulary in one's own statements.

Tasks that are laboratory-practical, training or scientific-creative in nature at this stage are presented to a greater extent by speech exercises. The purpose of the assignments is the application by students, undergraduates of the acquired knowledge, skills and abilities formed.

Exercises at this stage can be performed on the basis of text, a diagram, a picture, multimedia tasks, etc. Thus, in training exercises based on text, the operation of choosing and understanding lexical means for expressing the invariant of a syntagma, sentence, paragraph and text is practiced. In this case, the wording of tasks can be as follows:

- 1) Read the text based on the given lexical means, find the appropriate paragraph and formulate its invariant using nominative units.
- 2) Read the text and select the necessary foreign language lexical means for the paragraph invariant formulated in your native language.
- 3) Read the text and find the paragraph, the invariant of which is this thesis. Formulate different variants of theses using the necessary lexical means.
- 4) Read the paragraph, underline the necessary lexical means and formulate its invariant based on them.

Practical tasks are aimed at developing professional skills at the orientational-research level of speech activity in a professional language. At this level, the selection of means and methods of forming and formulating thoughts in the process of verbal communication is realized.

Exercises of this type are aimed at comparing, generalizing, highlighting, systematizing various tasks of a linguistic,

speech, professional nature, bringing speech activity closer to the activity of a future specialist.

Examples of such exercises include the following:

- 1) Focusing on the title of the text, select graphic material for it from the proposed graphs and schemes.
- 2) Select an annotation option (from several suggested ones) of the corresponding text.
- 3) Using the diagram (picture), tell us about the process.
- 4) Explain the diagram, drawing.
- 5) Make a statement based on the thesis (plan, diagram). Scientific and creative tasks are aimed at developing speech skills at the motivational-incentive level of speech activity in a professional language.

For example:

- 1) Select from the proposed sources materials for solving the following tasks:
  - a. preparation of a report on new advances in ... technology;
  - b. Researching.
- 2) Select from the proposed "List of references" the sources that will be required when assessing the technical level.
- 3) Compile a bibliography that could help in the development of a specific program, etc.
- 4) Prepare a report (message) on the topic of research work. The described stages of working with vocabulary in the specialty provide a rational approach to the process of mastering vocabulary in the specialty. Such systematic work not only intensifies the process of mastering vocabulary in the specialty, but also increases the effectiveness of teaching a professional language in general.

#### **CONCLUSION:**

So in conclusion, we can say that associative chains of this kind are very useful when learning new vocabulary, since along with the central concept, other related concepts are retained in memory. This way of introducing vocabulary contributes to the easiest perception of lexical units and provides conditions for a combination of voluntary and involuntary memorization. Such schemes-contexts visually represent the corresponding thematic field in all natural connections between its elements, reflect the sequence of derivation of one concept from another, the hierarchy of concept subordination.

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