

SOME OF THE ISSUES OF TEACHING TERMINOLOGICAL VOCABULARY IN THE FIELD OF TEXTILES AND LIGHT INDUSTRY IN THE PROCESS OF TEACHING ENGLISH

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ABSTRACT :

This article is devoted to some of the issues of teaching terminological vocabulary in the field of textiles and light industry in the process of teaching English. Methodological means of introducing terminological vocabulary and individual abilities of students are the main factors in the successful accumulation of vocabulary. Consider the ways of developing a lexical skill, which is a quick learning action to choose a lexical unit, its correct combination with other units of speech and its situationally. In the course of the research, methods of organizing the studied material were proposed; with the help of technical teaching aids, it is the most rational and effective. The use of a series of situational lexical filmstrips in the specialty contributes to the creation of a professional ability in students.

KEYWORDS: learning terminological vocabulary, vocabulary, individual abilities, terminological vocabulary exercises, repetition, memorization accuracy, mental activity.

INTRODUCTION:

The Decree of the President of the Republic of Uzbekistan dated February 7, 2017 "On the Strategy for the Further Development of the Republic of Uzbekistan" No. UP-4947, [1., Pp 1-4] The Decree of the President of the Republic of Uzbekistan dated December 14, 2017 "On measures to accelerate the development of the textile and clothing industry" No UP-5285 [2.,

Pp 5-6] , The Decree of the President of the Republic of Uzbekistan dated January 22, 2016 "On the State Program for a Year of Active Entrepreneurship, Support for Innovative Ideas and Technologies", 2018 Resolution No. 5308 [3., Pp], December 21, 2016 "Measures for the further development of the textile and clothing industry for 2017-2019." [4., Pp 1-3] In accordance with the decree "On the program", at the moment, only a few textbooks, teaching aids and instructions in the field of textiles have been created in Uzbek and Russian. In addition, existing about some issues of teaching the terminological vocabulary of the field of textiles and light industry in the lessons of the English languages, what is more important in the study of the language - phonetics, grammar or vocabulary in the English lesson ?. This issue has been repeatedly the subject of controversy between linguists and methodological scholars.

Their opinions differ to this day. ... They argue that the main thing is the sound design of speech, others attach particular importance to its grammatical and structural design, and still others (most of them) recognize full priority for vocabulary. (For knowing 50 words and only 5 grammatical structures, you can make more sentences than knowing the meaning of 5 words and 50 grammatical structures! A student teaching in a specialized field expresses his thoughts quickly, using separate words and not observing the rules of grammar, and those around him understand). When communicating with foreigners, grammatical errors do not lead to misunderstanding, most often there are not enough words that would correspond to a

certain situational condition. The issues of teaching vocabulary in a non-linguistic direction at any level are very complex. This is the selection of lexical material for various degrees of education, the selection of active and passive term vocabulary, the development of the most effective ways of introducing terminological vocabulary, ways of its consolidation and control, a system of exercises, and other issues. These issues are undoubtedly relevant for a non-linguistic university. [5., Pp 112-125]

The final selection of terminological vocabulary for a non-linguistic university has not been made yet, neither for the course as a whole, nor for its individual stages. The lexical minimum in universities is most often determined by the texts that students work through in the classroom and outside it.

However, attempts to determine at least its volume are made repeatedly, especially with regard to passive vocabulary. For example, the authors of the "Fundamentals of the General Methods of Teaching Foreign Languages" define it for a non-linguistic university in 2500 - 3000 words, and I. M. Berman is much more - 8000 - 10000 words (I. M. Berman suggests starting the selection by defining the school core, which is primarily necessary for further education at the university). Of the 1400 units offered by the school curriculum, it includes only 700 - 800 words and phrases in the core.

Thematically, university vocabulary is divided into several parts:

- 1) everyday vocabulary;
- 2) socio-political;
- 3) general scientific;
- 4) special.

In most universities, in the first year, in the first semester, everyday and socio-political vocabulary is studied, in the second semester - general scientific and special, in the second year - special and socio-political. Active vocabulary is included in all parts, but everyday and general scientific vocabulary is special subject. Passive

vocabulary includes all parts, especially special vocabulary.

The character of active and passive lexical material depends on the form of its organization and purpose. In a textbook for a non-linguistic university, the following forms of lexical organization of educational material can be distinguished:

- 1) lexical exercise before the text;
- 2) text (dialogue, monologue for oral expression, monologue texts in the form of excerpts from newspapers, general scientific and special literature for reading or listening);
- 3) lexical exercises after the text.

Vocabulary teaching methods In different methodological schools, vocabulary was acquired in different ways.

Grammar-translation method. The words were memorized before the text, and then they started reading the text.

Textual translation method. Words were memorized in the text. The latter was original. Only the contextual meaning of the word was assimilated.

Direct methods. Words are acquired on a thematic basis, without translation, with the help of visual aids, linguistic guesswork, synonyms and antonyms.

Consciously comparative method. Words are learned both in context and without it. Translation is used as a means of revealing the meaning of a word. But other ways are also acceptable - linguistic guessing, word formation, etc.

Practical value:

These methods apply the following types of control:

- 1) translation into native language (list of words before translation);
- 2) context;
- 3) non translation disclosure of the meaning word.

What about the situation in a non-linguistic university? Is terminological vocabulary often entered? The terminological vocabulary is acquired in the process of reading educational texts. The question of how it is more expedient to organize the assimilation of terminological vocabulary remains unresolved. Of course, it is impossible to come up with a method for working on every word. But the analysis of the speciality dictionary shows that many words have similar features and difficulties for assimilation, they need a single system.

Many Methodists are working on a methodological typology of the word and have already done a lot. A basis on scientifically and methodological typology of a word helps a teacher identify the most effective ways to introduce, consolidate and repeat a certain type of word.

Activation means terminological vocabulary:

Consider the ways of developing a lexical skill, which is a quick learning action to choose a lexical unit, its correct combination with other units of speech and its situationally.

What means are needed to form a terminological lexical skill?

The opinion of Methodists unanimous are numerous exercises. There are many vocabulary exercises, but you need to choose those that help you better establish a connection between terminological vocabulary and the situation. Interesting in this respect are the communicative exercises that develop the skills of using words in a speech situation, developed and introduced by E. I. Passov. [6., Pp 194]

He identifies several specific stages in their organization:

- 1) the perception of words in speech;
- 2) awareness of the meaning of the word;
- 3) imitation;
- 4) designation - the ability to name an object in speech situations;

5) combination;

6) use based on self-choice.

When learning lexical material, work is carried out simultaneously on the form, meaning and use of the word. In a non-linguistic university, terminological lexical material is learned in two ways, i.e., receptively and reproductively. ... For this purpose, terminological lexical exercises are provided after the text.

What is the purpose of these exercises?

Terminological lexical exercises before the text. Basically, the form of the word (phonetic and grammatical) is fixed, the meaning of the word, word combinations are introduced. The meaning of the word is given taking into account the subsequent context, the types of exercises that will be used in the text are worked out (types of clauses, infinitive turns, turns of obligation, etc.). [7., Pp 360–362.] The pronunciation of new words, especially difficult ones, is practiced. The exercises highlight the thematic vocabulary.

Terminological lexical exercises after the text. They are aimed at training the use of words and expanding the vocabulary. Specific text in specialty way is carried out with the terminological lexical material of the text already in connection with its content, questions and answers are used, the use of a word in a new context, synonyms, antonyms, stable phrases, etc.

The main work on terminological vocabulary is based on the specific text. Expansion of terminological vocabulary occurs continuously with abundant reading and exercises that ensure the repetition of new vocabulary. When learning new terminological vocabulary are given in English definition, it is important to see and hear the word, that is, when reading, the word is read aloud and spoken to oneself when listening.

In expanding and consolidating terminological vocabulary with definition is of great importance of paraphrasing, that is, the student's ability to express own thought not in one, but in a number of forms.

For example, make up a dialogue from a monologue statement and, conversely, retell a text that is complex in form in your own words.

What is important for a student when working on a term ?

I. For receptive proficiency language, it is important:

- 1) see, find a new term, determine the original form, find the meaning, select the desired meaning from the dictionary column;
- 2) determine the meaning of a word by word-formation characteristics, without looking into the dictionary;
- 3) to memorize lexically some grammatical forms, especially exceptions to the rules, to recognize them in the text;
- 4) learn the most common verbs and be able to recognize them;
- 5) know all the official words, especially prepositions, pronouns and conjunctions;
- 6) navigate the order of words in a sentence.

II. For reproductive proficiency language, it is important:

- 1) be able to use the specific meaning of a specific terminology in a speech situation, which acts here as a context;
- 2) know a certain set of terms and phraseological terms on topics;
- 3) know and be able to use the grammatical structures most commonly used in speech, the term for them is memorized using sample sentences;
- 4) be able to pose a question and answer it, using a certain thematic selection of terms, questions can be for a filmstrip, text, etc.

5) be able to give a monologue statement on a read text or on a topic worked out, using already learned specific terms;

6) be able to quickly reverse translate all specific texts.

Using film strips:

The learning of special terminology is a serious difficulty for students who are not yet sufficiently familiar with their future specialty in 3-4 semesters (2 years of study). The introduction of foreign language vocabulary using technical teaching aids (TTA) is the most rational and effective. The use of a series on situational terminological lexical filmstrips in the specialty contributes to the creation of professional motivation in students and increased attention. The intensity of attention has a significant impact on the memorization process. Psychologists believe that the most favorable for learning a foreign language and at the same time the most common is mixed memory, which combines the ability to assimilate images through auditory, visual and perception [8., Pp 126 -145].

A significant factor influencing the strength of the imprinting of language material in the memory of learners is the possibility of multiple (1 - 2 times) presentation in filmstrips. The main stages of working on terminological vocabulary in the formation of skills are:

- a) indicative and preparatory stage - the stage of word semantization;
- b) the stage of training and creating lexical speech skills.

At the first stage, terminological vocabulary is presented, comprehended and consolidated. On the second, it trains both separately and in conjunction with other words. The first stage is dominated by elements of communicative learning, on the second, increase the elements of problem-situational learning.

As a result of experiments, it has been proven that the time for introducing terminological vocabulary should not exceed 20 minutes. The rest of the lesson time should be used for various ways of fixing it. The more diverse the ways of consolidating the educational material, the stronger its memorization.

Undoubtedly, the most effective and promising is the creation of lexical courses and a series of filmstrips for the corresponding communication manuals. When working with a series of situational terminological lexical filmstrips on the same subject, the learner not only develop the ability to compare a word and its image, but also increase the intensity and strength of memorization. [9., Pp 110]

In each series of filmstrips, there is a certain repetition of terminological vocabulary, but with the expansion of details. At the beginning, vocabulary is introduced from general to specific ways, then consolidated in reverse order. All filmstrips end with situational or descriptive shots. Filmstrips are built according to a four-stroke scheme: Educational situational terminological lexical filmstrips should consist of 12 - 15 situations or descriptive frames, designed for demonstration for 15 - 20 minutes. ... The pause for comprehending the frame, according to psychologists, should be 2.5 times longer than the pause required for pronouncing the corresponding phrase. So, for example, if a phrase to describe a situational frame takes 10 seconds, then the pause for its comprehension is 25 seconds. When re-showing the filmstrip, it is advisable to gradually increase the tempo of the demonstration. The available key frames are designed for self-correction, which reduces the time required for error correction.

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