

EFFECTIVELY USING ARCHITECTURAL TERMS THROUGH COMPARING THEIR DEFINITIONS IN PRACTICAL LESSONS

KAMBAROVA M. M

Associated professor of Foreign Languages Department, Tashkent Institute of Architecture and Civil Engineering Tashkent, Uzbekistan

ABSTRACT:

This article describes most used architectural words with specialized texts. Research on technical vocabulary has shown a significant underestimation of the role played by technical vocabulary in specialized texts and lack of information about how technical vocabulary relates to other types of vocabulary. Also in this article has shown a study of the technical vocabulary in an architecture text and the technical vocabulary in an applied linguistics texts. This article reports on the significance information for language learners and ESP teachers.

KEYWORDS: terms, terminology, non-equivalent vocabulary, field, specialized, architecture and construction.

INTRODUCTION:

There are specific difficulties in learning foreign languages, as is every other field. Due to in every specialty has its own history, its present and future. Without knowing the history of the subject or science that is being studied, it is difficult to understand the current day or to develop ideas for its further development. Likewise, the student who is studying this field must know the same terminologies or specific words according to this subject as foreign languages. Today's development in the highly developed century is not limited that every one of us perfectly well in his sphere, but also should speak in several foreign languages exactly.

To ensure the successful development and enhancement of the state in all spheres, existing and every growing cadre must meet the world standards and be competitive. For this reason the reforms in our country pays great attention to the training of qualified personnel. The Republic of Uzbekistan adopted the National Training Program on August 29, 1997 in the years of independence. The program envisages radical reforming of education system in Uzbekistan, improving the quality of education and improving the system of continuous education.

Provider has been producing mature competitive cadres. Every expert should be able to comprehend his knowledge of his or her knowledge of foreign languages and compete with the world experience.

Each industry has its own terms. Especially when the technology industry is rapidly developing, knowing the technological terms is not an exaggeration to every specialist who works in this field. There are a lot of these terms in the field of developing construction. In the course of construction in our country, every engineer and architects who have grown up a great deal of attention to the study of foreign languages.

Our country is cooperating with many countries in the sphere of housing construction and road construction. In a word, our country is becoming more and more beautiful in our unique home country.

For this purpose, the use of innovative methods in the field of excellent teaching of foreign languages in the higher education

institutions in the field of construction, and familiarization with industry-related words has become a topical issue.

Developing engineers have their own construction materials, products, and designs that are specific to their processes and events, the properties of the materials and their composition, and the processes that take place in the whole process. For example: technological processes in the production of building materials, the boundaries and brands of finished products, the classification of materials, their deformities properties, the theology and, of course, the characteristics of each material.

MAIN PART:

The ability to speak English with these terms is the result of every engineer's engineer. However, learning and applying field-specific terminology is an urgent matter for every expert.

There are several easy ways to teach terminology in English. The most convenient and popular method is interactive and graphic organs.

By following the suggestions below, we can test how we can apply terms to the lesson process and how we can affect student learning.

1. Improve the ability of architectural terminology to know which word is derived from it, and to remember that word and the pair of words accompanying the term, and the ability to apply in more practical ways.
2. For example: Altar is the Latin word "altaria", the basis of which is the altus, the upper part of the building facing the building, a special part of the building used for sacrifices in ancient Greece and Rome. In this example, the student understands the essence of the word, and can understand the function it will perform.

The word "building", as well as the word "church," is used to describe it as "altar of building" or "altar of church".

3. Each student's imaginary approach to imagining, through the simulation of this word, to remember this term for a moment or something a student likes.

For example: Arkology (ecological architecture) is a part of this architecture and is a process of building objects with preservation of wildlife.

In order to keep this word in mind, we can divide it into two parts: Arko and logy, Arco word " Ω" form, and logic word "logika" by combining them and creating a sense of "logic-shaped ark" so that it keeps the word in our mind.

4. Mutualized terms can be easily overlooked because they are not common in everyday conversations. In order to avoid this, we must encourage students to create their own terminology scripts. That is, they have to look for 10 terms in each lesson, referring to their own vocabulary, by submitting a brief essay or statement with these terms as homework. This is because we can get more results if we ignore the readiness of the readers, because they will spend more time each time a search term is placed on the wall, the result.
5. If the process of formal protection of the essay or the abovementioned statement is in the foregoing, then we can achieve the ability of students to use the architectural terms freely during their initial commentary. We know that human consciousness is well-maintained in frequently repeated or in practice practice. We can also keep them in mind by working more on these terms.
6. Implementing students' interest in the use of these terms. To do that, we need to create a learning technology that can appeal to each student. For example, we can take a

description of a model or poster project for the students using the same architectural terms. It is possible to keep a note of about 78% to 85%, because of the fact that only 45% of people are listening only by hearing, hearing, holding, and practically seeing them.

In the world practice many architect and architects have created a bit of architectural guides and encyclopedias. Examples of these are Polevoga's "Encyclopedia of Popular Architectural Art", Plujnikov V.I. the "Russian Architectural Heritage Criteria and Glossary of Architectural Glossary", Partina A. 's, "The Visual Dictionary of Architectural Terms", Sogayan N. Sh. "The Visual Dictionary of Architectural Terms and Concepts", Hopkins Owen's "Visual Linguistics", Vipper V. R.'s "The History of European History of Art Studies".

Each author has provided a number of comments on his own work, giving brief recommendations on how to use these terms in practice, apply them and, of course, to keep in mind.

Partina A. S., in his work "The Dictionary of Architectural Concepts": "The architectural terms originate from the Latin language, and they have been used to describe the details of the ancient Roman monuments. This is why it is almost impossible to translate them accurately while these terms are used all over the world. Given this, I recommend that you just pick up and keep in mind that you have the right to choose the terms that are most needed and to have more information about them." [1] -as she had made a brief recommendation for users.

The annotation of this work indicates that each term is entirely illustrated and interpreted, and the user is different from the other similarities as it has the ability to create visuals for the term searched.

Hopkins Owen, in the book *The Visual Linguistics of the Meaningful Terms*, points out

the following points by emphasizing that memorization of memorized terms can be remembered by means of more visual experience imaginable: "The imagination of the artist is rich in colorful illumination, and every person has the ability to keep in mind simple details with simple concepts, so always be able to fill your curiosity with the colors of the architectural creations that you just have to keep in mind.

CONCLUSION:

Architectural terms and names are most easily understood and are learned by means of a practical tool, such as English dictionary. Great color illustrations and simple projects and plans help to understand different buildings, structural elements, architectural designs, construction and decorative materials with external help and initial preparation. A handy dictionary at the end of the book makes it easy to find any term you are interested in.

The dictionary can be an indispensable help to both beginners and architects themselves [2]."

We can embed this text into an irreproachable concept of a magnificent architecture, as it is an architect and a writer who can enrich the user's visual experience, but also have the full idea of any particular term.

So, we can achieve the outcome by doing some of the above terms, so that the above information, suggestions and recommendations can be arranged and maintained in every lesson based on the abilities of the student. It is not surprising that we are able to train competent, skilled professionals who are proficient in their profession and their country.

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