

Specific Terminological Vocabulary in the Course of Professionally Oriented Russian Language

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ABSTRACT

We all know that a lot of attention is paid to the methodology of teaching the Russian language. Vocabulary, word placement and grammar also play an important role in memorizing vocabulary when learning to speak. The article discusses the role of terms in the methodology of teaching the Russian language.

KEYWORDS: *terminology, didactic model, synonymous meaning, terminological vocabulary*

How to cite this paper: Negmatova Navruza Nodirovna "Specific Terminological Vocabulary in the Course of Professionally Oriented Russian Language" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-5 | Issue-5, August 2021, pp.1928-1930, URL: www.ijtsrd.com/papers/ijtsrd46250.pdf



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In the modern scientific space, the Russian language often acts as a source of scientific information, in this regard, the transition to a professionally oriented education system seems to be extremely relevant. The article is devoted to the study of terms at non-philological faculties. Knowledge of the specifics of special vocabulary contributes to a deeper understanding of the nature of terms. Terminological vocabulary in the sublanguage of the specialty has its own specific features. For the assimilation of terminology, the meanings of the most common borrowings are extremely important. At present, terminology, which is a special meta language and has a certain communicative significance, comes to the fore in the field of nomination. To work with terminology, a certain work algorithm is developed, which includes the following stages: reading professional texts, finding terms and decoding them through definitions. The mastery of the Russian language as a source of scientific information, the transition to a professionally oriented education system can be realized on the basis of the

development and implementation of a purposeful and effective system of teaching the Russian language as a sublanguage of a specialty, built on a scientifically grounded experimental basis, into wide educational practice.

The Russian language in a non-linguistic university is of great importance for the formation of a comprehensively undeveloped and competent specialist. The following competencies are included in the didactic model of language training of a university graduate in the field of a native and non-native language: 1) the competence of an effective language expression, which manifests itself at all levels of the language system: phonetics, grammar, vocabulary (language competence); 2) the competence of readiness for public speaking; 3) competence of communication management; 4) competence of dialogicity (communicative competence); 5) the competence of the analytical approach to the facts of language (linguistic competence).

Distinguishing the language of science as a subsystem of the general literary language, researchers proceed from the polystructurality and polyfunctionality of the latter. In contrast to the multifunctional literary language, the language of science "is designed to satisfy the special needs of communication within certain areas of human activity" [2, 34]

Terms as linguistic expressions of concepts of a specific field of knowledge contribute to the formulation and transmission of special information. Being the most important means of scientific communication, they themselves are organically included in the process and results of scientific knowledge. That is why the terminology is also called the "grammar of knowledge", which fixes the interdependent relationships of the basic elements of scientific thinking. The 20th century brought to the fore the nomination in the field of terminology, which is a creative process of creating names for a special functional metalanguage and special communicative significance - terms that should meet the requirements of communication in special areas and contribute to the birth of new ideas.

In the process of working on professionally oriented texts, students receive new information and systematically replenish their terminological vocabulary. The practice of teaching testifies to the insufficient content base and the basis of the available teaching aids, the unification of tasks for the assimilation of terminological vocabulary. This circumstance testifies to the need to create real learning conditions so that each student can fully use and reveal his individual potential. To the greatest extent, this is facilitated by training in a specific sublanguage of the specialty, which is the ability to mobilize the system of knowledge, skills, abilities, mental and personal qualities necessary for the perception of new information, assimilation of foreign language terminological units, their use in oral and or written speech.

As a bearer of collective, professional and scientific memory, the term is an active participant in special communication, contributing to the development of cognitive and transformative human activity. Knowledge of the specifics of special vocabulary contributes to a deeper understanding of the nature of terms as lexical units and their functioning in speech. The informational nature of the term lies primarily in the fact that, being, as a rule, a unit of linguistic professional and scientific knowledge, it accumulates general linguistic and special information, turning it into terminological information.

Practice shows that when teaching the Russian language to students of groups of non-linguistic

faculties in the field of professionalization, it is necessary to pay attention to the systematic and consistent replenishment of a special, professionally-oriented vocabulary among students, to develop their practical ability to use terminological vocabulary, to perceive scientific and professional speech at a meaningful level.

The work on the study of terminological vocabulary, unlike other categories of words in the language, has its own specifics and represents one of the difficult problems of teaching the vocabulary of the Russian language at non-philological faculties.

Terminological vocabulary is included in the system of the general literary language as a private and separate system. The interaction of terminological and general literary vocabulary is of fundamental importance, since some terms stand apart, closed, they are familiar only to a narrow circle of specialists. For example, chemical terminology, some of the terms in this industry are close to the literary language, terms such as magnitude, combustion, liquid, speed, are understood without any special definitions.

The term can be either a word or a phrase, belongs to the microsystem of the language of science with all its lexical and grammatical phenomena, but with the specifics due to the functioning in this microsystem. The specificity of the term is determined both by belonging to two systems: the logical-conceptual system of a certain branch of knowledge and the lexical system of the general literary language, and by the peculiarities of functioning mainly in the field of professional communication, in which the informative properties of the term are fully realized.

General literary words, which in the language of chemistry have acquired the meaning of a term, form combinations with a certain group of words, acquiring, at the same time, the meaning of words-terms: periodic law, law of conservation of mass, homogeneous reaction, heterogeneous reaction, endothermic reaction, exothermic reaction, molar mass, atomic mass, hybridization process, crystallization process, combustion process.

The specificity of the language of chemistry lies in the wide use of chemical quantities and their characteristics. To formulate laws, theories, to describe and explain chemical phenomena, chemistry uses its own terminology. Chemical terms are exact names, "names of concepts" of objects, their properties, phenomena and chemical processes. Successful mastery of the language of chemical science contributes to the formation of knowledge on the new terminology introduced in the lesson.

Actions aimed at working with terms can be defined according to the following algorithm:

- the first stage - reading the educational and scientific text in the specialty;
- second stage - vocabulary work;
- Third stage - deciphering the term through its definition.

Thus, we came to the conclusion that the terminological vocabulary in the sublanguage of the specialty has its own specific features. For the conscious assimilation of chemical terminology by students, a deep knowledge of the etymology and meaning of the most common Greek, Latin and Arabic borrowings is required, i.e. permanent term-forming units that concretize the term and determine its content. The informational impact of language on a person is very great. It can carry a positive or negative charge depending on the target setting. In this regard, the role of the term in the formation of the scientific worldview also increases, since in the modern period the process of naming special concepts is becoming more and more relevant.

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