

Teaching Power Engineering Terminology at the Technical Universities

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ABSTRACT

The article discusses teaching foreign language terminology in a non-linguistic university within the framework of a modern, competence-based approach to teaching foreign languages. It analyzes the mastery of the lexical skills necessary for professional communication in a foreign language. In addition, the terminological competence of a specialist was investigated as the basis for the formation of professional foreign language communicative competence of future specialists and is one of the main tasks of teaching a foreign language in a non-linguistic university.

KEYWORDS: *special terminology, communicative competence, lexical skills, speech skills, professional communication, the concept of term, technical discourse*

INTRODUCTION

The mastery of special terminology, which constitutes the lexical core of the language of any field 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, p. 67]. In this regard, the search for new methodological solutions that, in practice, would ensure a high-quality mastery of foreign language terminology by students in their professional field 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, as mastering the relevant lexical skills necessary for effective information retrieval and information-analytical activities, as well as for professional communication in a foreign language. The issue of 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 [7, p. 89]. In this regard, the search for new methodological solutions that, in practice, would ensure a high-quality mastery of foreign language terminology by students in their professional field does not lose its relevance.

Main part

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 is 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. The modern pedagogical community recognizes the need for terminological literacy for professional activities. This is confirmed by the actualization of the problem of formation and development terminological competence on different levels of professional development.

Within the framework of a modern, competence-based approach to teaching foreign languages, it seems obvious that mastering terminology should be considered, first, as mastering the relevant 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 the 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 continues to attract the attention of many specialists; nevertheless, 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 when teaching special foreign language vocabulary [8, p.78]. 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 fields of knowledge", and the terminology, respectively, as "a set of terms used in any field of science, technology, art and etc." [1, p. 309].

Meanwhile, in terminology it there is still no generally accepted definition of the concept of "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 "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 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 [11, p.100]; this approach has also become a conceptual methodological basis for the creation of new terminological educational dictionaries-minimums [10, p.145].

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, because of which new important conclusions were drawn regarding the functional features of the latter. "Attention to the living functioning of terms in real texts" in the process of teaching special vocabulary of both native and foreign languages is necessary.

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" [2, p. 35]. In this regard, it seems natural and logical that methodologists in close connection with the problems of teaching professionally oriented reading most often consider many issues related to teaching special vocabulary. 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.

While recognizing the importance of familiarizing students with some theoretical aspects of term formation and use in the foreign language being studied. We nevertheless, consider not very well-founded a 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 schematization of terms, as well as the explanation and discussion of their structural-semantic and other features.

The formation of terminological competence among foreign students of technical universities in the aspect of scientific style can be carried out in different ways of organizing the educational activities of students. The selection and organization of linguistic means of the scientific style should satisfy the communicative needs of students, provide them with a phased solution of communicative tasks.

Terminological vocabulary carries the greatest informative load. In this regard, the meaning of terminological vocabulary is one of the main conditions for understanding the utterance.

When studying English as a foreign language, the greatest difficulty for students is the adequate semantisation of terms.

In the system of medical terminology, the dependence of the semantics of a term on its word-formation structure is especially clearly traced.

Knowledge of the main methods of word formation, the definition of its grammatical function by the form of a word makes it possible to better navigate a scientific text, develops a linguistic guess and a sense of language. Recognizing familiar elements in unfamiliar words and establishing their

meaning, students gradually master not only the lexical units themselves, but also the method of understanding them.

Despite the fact that the low level of special knowledge of primary students often turns out to be a very serious obstacle to understanding a foreign language text in their specialty, in this case, on the contrary, it serves as a rather positive factor. It allows the teacher to formulate such questions, the exact answers to which students, most likely, will not know, but based on the proposed options, they will be able to put forward certain assumptions. This creates additional motivation to read the text as an opportunity to check your own correctness. Moreover, this attitude is the most preferable because it is typical of a reading situation for professional purposes. As T.S. Serova writes, a characteristic feature of professionally oriented reading is that "the fact that it assumes the reader must have a formed plan of expectations, a hypothesis with which he starts reading any source" [12, p. 9].

The breakdown of the text into separate blocks, made to facilitate its perception by students and reduce the load on their memory, does not contradict the typical logical-compositional structure of a scientific text, the main unit of which is a paragraph that has its beginning, the main paragraph phrase, a commentary part and a conclusion. Moreover, the texts used in the framework of professionally oriented teaching of a foreign language at a university, most often represent, in the form of expression of thought, texts-explanations [5, p.30], which in the structural plan can be represented as following one after another micro texts, united by a common theme. Thus, the block division of a scientific text can be considered as it is maximally "sparing" methodical processing and makes it relatively easy and "with minimal losses" to adapt materials from authentic foreign language sources to the educational process.

Each proposed question should not touch upon individual particulars, but relate to the key information of the block, thereby denoting its topic. Thus, students begin to read the block, already having an approximate idea of what it is about, i.e. having an adequate semantic hypothesis. This is extremely important because in most cases, students who traditionally have a low level of language training and insufficient experience in reading in a foreign language are unable to correctly predict the content of the text based on certain well-known words and expressions.

"The absence of an adequate semantic hypothesis," writes T.V. Vshivkova, "does not allow seeing an integral situation behind the words of the text" [4, p. 501] and therefore often leads to a distorted understanding of it. In this sense, students, of course, need support, because the ability to perceive a text not discretely, not in parts, but in its integrity, in the unity of all its structural elements, is formed very slowly.

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 terms as answers, having a similar structure). 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 the relevant lexical skills, and contributes to the development of professionally oriented reading skills, in particular, the ability to anticipate.

So we consider terminological competence as a component of more a broad type of competence - professional. Thus, terminological competence means the ability and readiness of a specialist to competently apply terminology in solving professional problems, while using the minimum amount of personal, material, time and other resources.

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