Working with terminological dictionaries in russian language classes at technical institutions

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Abstract. Theoretical study of terminology, research into the patterns of its formation, development and functioning of term systems are one of the priority areas in the practice of teaching the Russian language in universities. In the training of high-profile specialists for the national economy, science, culture, industrial production and other areas in Uzbekistan, the study of the Russian language is a priority area that has its own specific difficulties and problems. An important role in this direction is given to the study of terminological vocabulary, which is designed to play a huge professional communicative role.

INTRODUCTION

At the present stage of education development, one of the main tasks in the training of highly qualified personnel is the scientific definition of the content of teaching Russian to students of both philological and non-linguistic faculties of universities. As is known, the Russian language for students of national groups of non-linguistic faculties serves as a means of obtaining scientific information, a factor of active inclusion in the field of science, production and public life. In the training of high-profile specialists for the national economy, science, culture, industrial production and other spheres in Uzbekistan, the study of the Russian language is a priority area that has its own specific difficulties and problems. An important role in this direction is given to the study of terminological vocabulary, which is designed to play a huge professional communicative role.

Currently, the problem of learning the Russian language is relevant in the Republic of Uzbekistan, since state policy in the language sphere is based on the principles of equality of all languages, regardless of the number and nature of the settlement of native speakers [1-10].

In the practice of teaching the Russian language there are many gaps in the formation of linguistic concepts. A number of teachers do not have sufficient knowledge of the methodology of formation and, in general, the theory of development of linguistic concepts.

Within the framework of this problem, specific examples show the diversity and features of terminological work techniques when studying the Russian language. Samples of methods for working with terms when studying new material, consolidating it, testing the knowledge, skills and abilities of students, when doing homework, and working with dictionaries are given.

In modern higher education, the problem of teaching the Russian language taking into account the sublanguage of the specialty is given serious attention. In recent years, many works have appeared, including dissertation research, in which the scientific foundations of teaching various types of speech activity and various aspects of language in the specific conditions of non-linguistic universities have been thoroughly studied (O.A. Vasilyeva, M.Kh. Babakhodzhaeva, V.S. Zamchalina, D.R. Tadzhimuratov, T.S. Alieva, N.I. Soboleva, T.A. Tagieva, N.Kh. Grigoryan and many others).The works of T.V. Guseinova, S. E. Negmatov, U.R. are devoted to the issues of teaching the Russian language to students of national groups. Yuldosheva, R.M. Yunusova, M. Khasanova, N.M. Mukimova, A.I. Koroleva, E.A. Kondrashova, etc.

EXPERIMENTAL RESEARCH

Undoubtedly, the research of these scientists made a great contribution to the methodology of teaching the Russian language at universities and enriched its practice.

However, despite the interest on the part of methodologists, compilers of textbooks and teaching aids in the problem we have chosen, various aspects of teaching the Russian language, taking into account the specialty of university students, lag behind the ever-increasing modern requirements. One of the main reasons for this should be seen in the insufficient focus of the Russian language teaching methodology on the practical tasks of teaching, the specific real conditions in which the Russian language is taught. Many issues related to the organization of the educational process taking into account the specialty, until recently, have not received sufficient coverage in the scientific literature. One of them is the problem of teaching university students terminological vocabulary of the Russian language [11-42].

In our opinion, the development of a methodology for teaching Russian terminological vocabulary to students is necessary to improve professionally oriented speech. This is especially true when studying natural sciences.

Thus, the problem of developing professional competence of university students in Russian language classes remains poorly developed to date.

There are a number of contradictions in this area:

- between the weak level of Russian language proficiency of students entering the university and the limited number of hours allocated for studying the Russian language by non-philologist students;

-between the level of Russian language proficiency of a university student and the requirements placed on a specialist by life and society.

-between the need for practice in teaching the Russian language at a university and the existing methodological basis for language training of specialists;

-between the need to increase the level of self-education of students and the existing practice of forming their professionally oriented speech.

1. The system of terminological work in the study of the Russian language. Solid assimilation of concepts can be carried out only if students master the necessary vocabulary in a timely and systematic manner, learn the language of science through the assimilation of special terms. An accurate understanding of the terms makes it possible to penetrate deeper into a certain field of science, to consciously assimilate it.

The process of mastering terms by students, translating them into their vocabulary and using them in speech has its own characteristics and difficulties. The lack of proper terminological work, as a rule, causes terminological illiteracy of students in writing and speaking, misunderstanding of the language of the discipline. Poor knowledge of spelling and pronunciation of foreign names leads to the fact that the terms are distorted beyond recognition in the speech practice of students.

The reasons for the distortion of terms and words are a misunderstanding of the internal connections between the concept and the word designated by it, as well as the inability to make a lexical analysis of the term. Therefore, special attention should be paid to semantics, that is, understanding the meaning of the term. Russian names, which have become special terms, often need to be semanticized.

It is known that not all students learn terminology from the first reading or listening. In order to facilitate this process of assimilation, many in some cases resort to substitute terms, but such a technique does not always bring the desired results.

The desire of some teachers to simplify educational material based on the exclusion of scientific terms is the wrong way. It creates inconveniences: a lot of time is spent on enumerations, descriptions, additional interpretations, speech loses clarity and accuracy of presentation. Using substitute terms, it should be assumed that the word plays an essential role in the formation of the concept. It should be borne in mind that the names and terms of the Latin or Greek root are particularly difficult for students, which cannot be consciously perceived without knowledge of ancient languages. In this regard, such names and terms should be clearly written on the blackboard, paying special attention to their spelling. In practice, not everyone uses this technique and in even rarer cases require students to write terms in a notebook with an appropriate explanation.

Working on each term, formulation or definition allows the teacher to check the correctness of students' understanding of the essence of concepts, as well as to prevent distortions at the very beginning of their formation. In other words, it is necessary to work carefully on the content of the concept, this will contribute to better memorization of the term, wording, definition.

An analysis of the teachers' work experience has shown that only purposeful work on the content of the concept leads to deep memorization of terms, while focusing only on vocabulary work without properly explaining the essence of the concept gives low memorization results.

In working on the assimilation of concepts, terms, students encounter great difficulties: the complexity of concepts, memorization of difficult-to-pronounce words of foreign origin, a large number of terms, inconsistency of everyday words with scientific terms, etc. Most of them are associated with insufficient analytical activity of students. Any term denoting a specific concept represents some degree of generalization, while any generalization is associated with the ability to analyze the observed. By highlighting non-essential features, students can make erroneous generalizations.

The deep assimilation of the term is influenced by a system of exercises that activate the vocabulary of schoolchildren, contribute to a full understanding of its scientific meaning.

Strictly logical presentation of educational material is of great importance in mastering scientific terminology, since the course and nature of students' mental activity largely depends on this. The introduction of a term at the initial stage of the formation of a new concept is advisable as an effective technique only if the meaning of the term is easily understood on the basis of a word–formation analysis, historical commentary, or the term itself is the initial prerequisite for revealing the content of the concept.

Thus, the introduction of new concepts and terms into the educational process in the Russian language takes place in inductive and deductive ways. The inductive method is most often used, both methods are possible in the lessons of other linguistic disciplines.

When explaining new terms or when re-explaining already studied ones, a logical technique of analysis and synthesis is used with the disclosure of the etymological meaning of the terms. For example, when studying the section "Lexicology", work with the term "homophones" can be carried out using an analytical and synthetic technique in the system of transition from the etymological meaning of the term to its content: 1) initial familiarization with the term and writing it on the blackboard; 2) splitting the term into its component parts – "omo" and "backgrounds"; 3) the meaning of each part is from Greek. homos - the same + phone – voice, sound

So, the quality of scientific language acquisition is related to the system of terminological work, consisting of the following methods and techniques: 1) pronouncing terms of foreign origin aloud; 2) work on mastering the spelling of new terms; 3) identifying the etymology of the term, writing on the blackboard and in students' notebooks; 4) training exercises to correlate the term with the concept; 5) inductive and deductive ways of introducing new terms; 6) morphological and phonetic analysis of terms; 7 analytical and synthetic analysis; 8) the use of terms in various educational situations.

Lexicographic work in Russian lessons as one of the ways to form the linguistic competence of students, the native language is a means of studying each academic subject, therefore it is important to take into account the uniform requirements in assessing the linguistic side when conducting lessons in various academic disciplines: terminological accuracy, coherence, clarity of oral answers, observance of speech culture.

The basis of teaching Russian to non-philological faculties of universities is the formation of a communicative culture of a person. After all, the success of the entire training depends on the level of mastery of the Russian language. Attention should be focused on the need for the formation and development of the following subject competencies among students: communicative, linguistic and linguistic (linguistics), cultural studies. Communicative competence involves mastering all types of speech activity and the basics of the culture of oral and written speech, basic skills and skills of using language in areas and situations of communication that are vital for a given age. Russian Russian cultural competence presupposes awareness of language as a form of expression of national culture, the relationship between language and the history of the people, the national and cultural specifics of the Russian language, knowledge of the norms of Russian speech etiquette, and the culture of interethnic communication. Linguistic and linguistic (linguistic) competencies involve the development of necessary knowledge about language as a sign system and social phenomenon, its structure, development and functioning; mastering the basic norms of the Russian literary language, enriching the vocabulary and grammatical structure of students' speech; forming the ability to analyze and evaluate linguistic phenomena and facts; necessary knowledge about linguistics as a science and Russian scientists; the ability to use various linguistic dictionaries.

Of course, each of us has consulted the dictionary at least once. If you need to find out the correct spelling of a word, we turn to the spelling dictionary, the lexical meaning of the word will be explained by an explanatory dictionary, the orthoepical dictionary will tell you about the correct pronunciation and stress in the word. The etymological dictionary will tell you about the origin of the word and its path in the language. In addition, there are dictionaries of foreign words, phraseological, terminological, dictionaries of synonyms, antonyms, etc. Students start working with the dictionary from the first year, when they make up their own spelling dictionary of words that are difficult to write, for example: class, road, duty, etc. The word (for more successful memorization) is repeated several

times by different students, and then the teacher suggests making a sentence with this word or finding a new word in a ready-made text and writing out this sentence. By replenishing their vocabulary, students add new and new words to their dictionaries. And when a student leaves his dictionary, he reads the word, remembers it, and writes it down. Several types of memory work here at once: auditory, visual, descriptive, and motor.

2. The use of a terminological dictionary in teaching professional Russian to students of technical specialties. The materialized components of scientific knowledge are recorded in terminological dictionaries. It is such dictionaries and reference books that form the basis for work in the field of scientific and technical information. Since an important component of scientific and technological progress is the dynamic development of terminography, that is, the systematization and semantisation of terminological vocabulary has become an urgent task of modern linguistic science. Terminology in a broad sense corresponds to the domain of all terms of natural language, and in a narrow sense it is associated with terms of a specific scientific discipline or a special field of practical activity. Within the framework of one theory, terms form a terminological system. Terms can be defined as words (phrases) of the metalanguage of science and applications of scientific disciplines, as well as words denoting the specific realities of areas of specific human practical activity. In the latter case, the term "nomenclature" is often used. It follows that terms are not, for example, formulas, mathematical and symbolic expressions of various kinds, which, of course, are included in the metalanguage of the relevant sciences, but which cannot be considered as part of the entire vocabulary of natural language. In other words, the metalanguage and the terminological system are not synonymous. Most of the terms are included in the vocabulary of the language through the corresponding terminological systems.

Usually the concept of a term is defined through its properties, implemented in the terminological system. Unlike ordinary vocabulary, the use of terms is based not on intuition, but on existing definitions. A term is usually associated with one meaning; It is desirable that there is no homonymy of terms in the terminological system. In linguistics, terminology is a special part of the language system and is studied in terminology. The principles for constructing special terminological dictionaries are developed in terminography.

Terminological dictionaries (TD) are dictionaries containing the terminology of one or more special fields of knowledge or activity. TS reflect the achievements of terminological lexicography (terminography) - one of the sections of general lexicography.

Various methods of mechanization and automation of the development and use of terminological dictionaries have become widespread. Electronic dictionaries and automated terminological data banks are being created that make it possible to obtain the necessary information about terms and the concepts they denote using computers, without the use of book-type dictionaries, i.e., displaying in a systematized form certain special areas of knowledge or activity, they perform not only informational, but and cognitive, classification and other functions.

An important part of terminological activity is the translation of scientific and technical terminology. To facilitate the translation of terms, some recommendations have been developed that form the basis for the work of a specialist translator in the field of terminology. Ideally, translation involves searching for an equivalent in the target language - the language into which the translation is being performed. For example, one of the words of the developed trilingual educational terminology dictionary for the specialty "Construction" abzetzer (Russian) — chain bucket excavator (English) — abzetzer (Uzbek)

The modern period of the life of the world community is characterized by the expansion of various intercultural relations, including the establishment of direct professional contacts between educational institutions of different countries. This creates new opportunities for professional communication, exchange of students and specialists, discussion and solution of scientific problems, and contributes to professional development of specialists. Thanks to the expanded educational policy of our republic, one of the directions of which is to develop effective approaches to the problem of improving foreign language teaching at a professional level, as well as the Internet and information opportunities that create a unique business space contributing to the expansion of the geography of professional communication, currently teaching foreign languages is reaching a qualitatively new level, because "it is through a foreign language language as a means of intercultural communication is becoming familiar with the values of foreign culture, to the wealth of foreign cultural experience and understanding of the values of one's national culture, which in itself is a factor of great humanitarian significance."

Thus, reaching the level of intercultural communication is a social need of a modern person, and, consequently, the development of effective educational technologies aimed at the development of intercultural skills is justified and important. The role of a foreign language as a functional means of communication is obvious. However, proficiency in a foreign language at the household level may not be sufficient to overcome cultural barriers and successfully communicate on professional topics. The key point in the training of a professional is the formation of a knowledge system of special vocabulary in a certain area in the language being studied. Practical knowledge of the system of foreign languages studied, in this case Russian, and the principles of their functioning in relation to various spheres of

professional communication is considered as one of the most important tasks of training a specialist at a technical university.

The importance of developing bilingual and multilingual terminological dictionaries is due to the presence of two trends in the development of scientific and technical terminology in the world, existing in dialectical unity. On the one hand, there is a tendency towards internationalization due to the need for standardization, unification, and therefore, researchers identify such an important feature of terminology as "international recognition". On the other hand, due to objective reasons related to the peculiarities of the development of scientific thought, there is a tendency to preserve certain features of the originality of national scientific sublanguages. A preliminary analysis of the dictionary preparation processes proposed by terminologists and lexicographers indicates the need to identify four stages of creating terminological dictionaries. At the first stage, the dictionary is designed, i.e. its type, reader's address and main characteristics are determined. At the same time, a systematic list of possible parameters is used as a kind of questionnaire, on the basis of which preliminary decisions are made on all elements of the methodological installation and composition of the dictionary, the composition of the information reflected in it about special vocabulary is determined. Currently, this stage is not always given due attention, as a result of which unforeseen changes have to be made during the development of the dictionary, which affects both the complexity of its manufacture and its quality. The result of this stage is a dictionary project and a methodology for its creation. At the second stage, the lexical material is selected and the dictionary of the future dictionary is compiled. At the third stage (the main one), a direct analysis and description of the special vocabulary included in the dictionary is carried out.

As a result, the main and auxiliary pointers are formed. At the fourth stage, the dictionary is being prepared for publication (editing, clarifying and checking the reciprocity of references, etc.). The creation of dictionaries describing the terminology of technical sciences is associated with significant difficulties that arise when trying to streamline and unify the relevant terminologies. The above can be fully attributed to the educational trilingual dictionary created by us in the specialty "Construction". Representatives of the same profession living in different countries and speaking different languages have a system of ideas about the structural organization of the relevant professional sphere, about the subordination existing in it, about the functions of individual components of this structure. In the process of interaction at a professional level, it becomes necessary not only to navigate confidently enough in someone else's structure, but also to correlate it with one's own (for example, when translating, when it is necessary to choose an equivalent). Unfortunately, our textbooks rarely use tasks to compare the relevant professional fields in their own and foreign-language culture.

Some authors prefer to "immerse" the users of the manual in a different environment, without throwing bridges to the national environment. But tasks of this kind allow you to solve several tasks at once:

- give students the opportunity to demonstrate their knowledge in their specialty;
- stimulate the comparison of the same fragments of reality in the interpretation of different cultures, the search for analogies and differences between them;
- they teach a representative of another culture to explain the peculiarities of their own professional sphere and select the necessary language tools for this.

Following the principle of interconnected language learning, the purpose of which is to create comfortable conditions for effective teaching of three languages at the university, as well as two main factors: intercultural communication and the bilingual situation in the country determined the need to create a trilingual educational terminology dictionary for students studying in the specialty "Construction". The influence of practice on theory is especially noticeable in the field of educational lexicography — one of the fields of linguistics, within which there is a very significant and close interaction of the principles of lexicographic description with its goals, fully determined by the needs of the practice of teaching a foreign language. Having studied a sufficient amount of literature on the creation of educational terminological dictionaries, a solution was found within the framework of science describing the theory and practice of compiling dictionaries and reference books — lexicography, which suggested to us a possible collective activity, which, on the one hand, has an independent goal and result (an educational trilingual terminological dictionary), and, on the other, provided pedagogically the correct organization can serve as a test of the formation of reader's competence.

We use the basics of activity in all these sections to organize the collective work of students on educational terminological dictionaries as secondary products created as a result of reading texts. One of the main tasks of future lexicography is to respond faster and more regularly to innovations and changes in the language. Currently, educational lexicography is coming to the fore. The creation of methodically sound lexical minima, highly specialized, terminological dictionaries for the needs of the educational process, the description of the national and cultural characteristics of a particular language within the framework of cultural disciplines - all this remains relevant and necessary. The educational nature of dictionaries is manifested in the composition of the dictionary, selection,

placement, methods of presentation and interpretation of linguistic information, the language of presentation of the material, volume, design. The educational dictionary performs 3 functions: educational, reference and systematizing. They also have functions characteristic of dictionaries of all types: informative and normative.

The term "educational terminological dictionary" was formulated in the course of the work on the basis of the typological classification of dictionaries according to lexicographic canons and taking into account the variety of existing forms of presentation of language material in both paper and electronic reference books. The educational dictionary is directly related to the educational process, and its main purpose is to provide background information for a certain category of students. Borrowing the best characteristics and features from various specialized dictionaries, educational lexicography creates and develops its products, following its main principle — targeting the addressee, or, in other words, taking into account the user's perspective. Our research is closely related to the creation of just such an educational dictionary in the specialty "Construction", by teachers together with students of construction specialties for their educational purposes.

Taking into account the accepted lexicographic provisions, we have developed and tested in the student audience the following algorithm for working with educational material in order to create an educational two-language terminological dictionary in the specialty "Construction":

1) creation of a search database, a database for selecting dictionary source texts;
2) search for the main and auxiliary texts on a given topic;
3) reading found texts;
4) selection of key units;
5)adding selected tokens to the learning dictionary;
6) search for the corresponding equivalents of the word in Russian and Uzbek.

This algorithm in its essence represents the activity of text compression. Each step helps to understand the text more deeply as a communicative unit and demonstrate understanding through a sequence of productive elements leading to the creation of a dictionary and its use: keywords — schema-thesaurus — dictionary entry — dictionary — the corresponding equivalent in the translated language. The result of the first step of the algorithm corresponds to the setting of the reader's goal, reflects the reader's activity and independence. The results of the second and third steps demonstrate the formation of text search skills. The fifth and sixth steps help to assess the meaningfulness of understanding and show the level of functional reading literacy. In addition, the work on the dictionary using information and communication technologies demonstrates the level of information literacy. Thus, the developed algorithm achieves the parallelism of reading and working on the dictionary.

Working on a dictionary becomes a means of developing reading competence and an indicator of the result of the formation of the competence under study. As a result of testing the proposed methodology in Russian language classes, the collective work on creating and maintaining an educational terminological dictionary received good feedback from students of all experimental groups. This activity usually began with choosing the topic of the dictionary and determining its structure. They offered their ideas, arguing them from the point of view of their relevance to the field of study, assessing their benefits in the future for themselves and other students. After this, the students exchanged knowledge about sites on the desired topic known to everyone and classified them. Then students practiced Internet search skills in small groups, being responsible for searching sites according to directions. After the search database was created, students were asked to read in detail one text, the contents of which and the first set of dictionary entries for it were brought up for discussion in the classroom.

Students practiced techniques for extracting key words from a foreign language text, put into practice computer programs that allow them to build mind maps, became familiar with the types of dictionaries and effective methods of lexicographic fixation for learning a language, for working with new vocabulary and grammatical structures. When choosing keywords and examining the content of texts, students noted, on the one hand, topics and facts that were familiar to them in connection with lecture courses taught in their native language, and on the other hand, the lack of terminological information in existing bilingual dictionaries. In general, students demonstrated a high level of culture of independent work in reading activities when creating an educational user dictionary, which contributes not only to the effective assimilation of educational information and methods of carrying out cognitive or professional activities, but also to the development of such professionally and socially significant personal qualities as responsibility, initiative, creativity, hard work.

It is worth noting that when compiling an educational bilingual terminological dictionary, it is necessary to be guided by the following criteria for selecting the lexical minimum: concreteness of the meaning of words, frequency, the principle of word compatibility and its word-formation ability. The above algorithm of work, applied technology, is based on a flexible change of organizational forms of work (individual, group and collective), the alternation of which allows you to achieve good learning results. In the proposed technology, first all stages of the algorithm are

performed by students individually, and then the transition to group work is carried out, when students, together with the teacher, discuss the found sources of texts, selected keywords, together build a list of lexemes to be added to the dictionary and search for the actual meaning of a word in the appropriate language. It is worth noting that individual completion of all stages is necessary, since only after preliminary preparation, students can participate in group and collective activities or in discussions in a foreign language. The creation of a search database and an educational dictionary represent collective stages of work that receive a certain social assessment and are significant from the point of view of collective responsibility for their implementation.

The terms reflect the concepts of the following sections of construction: engineering and theoretical foundations of construction; building materials and products; architecture; urban planning and district planning; typology of buildings; engineering structures; building structures; engineering equipment of cities, buildings and structures; production of construction and installation works; construction organization; construction machines and tools; architectural and construction design; economics of construction.

The peculiarity of the proposed technology lies in the deliberate combination of methodological provisions in the field of language teaching and lexicographic theory. Therefore, one of its key principles is the principle of indirect goal setting, which combines lexicographic and pedagogical goals in technology. On the one hand, students are working on creating an educational terminology dictionary together with a teacher, while on the other hand, they are improving their level of reading competence. The implementation of the principle of two-planedness ensures the preservation of high motivation in the classroom through the gradual development of a single comprehensive idea of organizing students' activities. It was noted above that in our study a special place is occupied by the subject of reading activity of the XXI century, a digital user, therefore, at the first stage, when creating a search database, we widely use Internet technologies, strive to make the information found publicly available, which is convenient to organize, for example, by means of a forum, blog or social networks. Then a classification of all found materials is compiled, the results of which are posted on the site. At the same time, the social significance of creating a search database lies in the possibility of using its resources to obtain information not only by direct participants in the work on it, but also by other interested people due to the availability of Internet data.

It should be noted that it is a group project that allows you to organize educational cooperation on the development of reading competence. An important feature of the proposed algorithm of educational technology for creating a bilingual educational terminological dictionary in the specialty "Construction" is its cyclicity: with each new topic passed, students again algorithmize their activities, replenishing the dictionary, improving the skills of lexicographic fixation and increasing the level of reader competence. Subsequent generations of students are engaged in maintaining this dictionary, continuing to work on the quality of translation of dictionary entries and adding new units.

CONCLUSION

One-time communication with terms does not give positive results, therefore, when carrying out terminological work, the teacher should remember that the desired effect can be obtained in the case of systematic work with terms, and not on a case-by-case basis, and in a combination of various techniques.

Thus, in different types of lessons, different techniques of terminological work can be used, and they act not as an end in themselves, but as techniques that primarily contribute to the development of students' mental activity, assimilation of concepts and, of course, memorization of the terms themselves.

There are many gaps in the formation of linguistic concepts in the practice of teaching Russian. A number of teachers do not have enough knowledge of the methodology of formation and, in general, the theory of the development of linguistic concepts.

Within the framework of this problem, the variety and peculiarities of terminological work techniques in learning the Russian language are shown using specific examples. Examples of methods of working with terms are given when studying new material, consolidating it, checking students' knowledge, skills and abilities, when they do homework, work with dictionaries.

A Russian language teacher at a university must have an idea of the specifics of the material (for example, general technical vocabulary and terminology) that he will teach; teaching aids (for example, a set of exercises, including work with dictionary definitions of terms, test materials); take into account the individual personal characteristics of students, cadets, adjuncts; improve your knowledge of terminology.

Theoretical study of terminology, research into the patterns of its formation, development and functioning of term systems are one of the priority areas in the practice of teaching the Russian language in universities.

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