

Problems In The Study Of Terms In The Field Of Chemical Technology

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Annotation: In this article, students in the field of chemical technology face difficulties in learning the terms of chemistry and technology. Problems in the process of working on career-oriented texts, in which students acquire new information and regularly replenish their vocabulary with terms related to the field. The urgency of teaching the Russian language to students of the national group in the field of chemistry and technology, in particular, a special chemical dictionary, is highlighted, because without proper knowledge of the terms, it is impossible to ensure professional mastery of this language.

Keywords: chemical-technology, term, specialty, student, dictionary, communicative, professional activity, professional skills, linguodidactical.

INTRODUCTION

For students studying in the field of chemistry and technology, the Russian language is of great importance in the formation of a comprehensively developed and qualified specialist. In the process of working on career-oriented texts, students acquire new information and regularly replenish their vocabulary with terms related to the field. Chemical-technology is undoubtedly the solution to the problems that need to be addressed when interacting with terminals in evolution. This indicates that there is a need for each student to shed light on the realities of the situation in order to take advantage of his or her personal capabilities and put them to use. Occurs due to the replenishment and expansion of the vocabulary required from the requirements of the formation of professional communicative competence, which can lead to a coherence of conditions and conditions to fill the lack of knowledge, skills and competencies. Methods need targeted and systematic orientation.

METHODS

It is important to teach the Russian language, in particular, a special chemical dictionary, to the requirements of the national group in the field of chemical technology, because without proper knowledge of the terms, it is impossible to ensure professional mastery of the language. At the same time, the main task is to revitalize the communication skills of professionals. According to the educational standard, the specialist must carry out professional activities using the Russian language and make professional communication in the Russian language environment.

The professional evolution of the activity required, first of all, the integration of the Russian language as a foreign language with the basic sciences; Second, on the basis of interdisciplinary contacts of future specialists to the Russian language teachers sets the task of teaching the use of language as a means of regularly supplementing their professional knowledge, as well as as a means of shaping professional skills; third, it involves the use of forms and methods of training that are able to ensure the formation of the necessary professional skills and abilities of the future specialist.

Chemistry-technology requires students to approach the Russian language in a specialized way using new field terms. This approach should be focused on the latest achievements in a particular field of human activity, timely reflect scientific achievements in areas that directly affect the professional interests of students, create opportunities for their professional growth.

The formation of professional communicative competence occurs through the replenishment and expansion of the required vocabulary of students of national groups. It helps to work with the texts of textbooks on chemical-technology specialties, saturated with the relevant scientific terminology, because the content of communication includes, first of all, the conceptual field as a set of objects and phenomena of the surrounding world. In order to achieve the linguodidactic goals, a Russian language teacher as a foreign language must have information about the specific features of the material taught in chemistry and technology. In this case, the traditional method is not enough to translate new terms. If the students of the national group studying Russian have an idea of the semantic differences of equivalent words due to the specificity of the phrase that corresponds in the main sense, neither practical nor semantic aspects are fully realized. The teacher's understanding of the linguistic features of the material and the use of multiple translation methods allow for significant error avoidance.

The translation of lexical units only allows words to be studied outside the context. Terms, words, phrases in the texts to be read should become the object of mental operations of the concluding activity. The linguistic specificity of chemical terminology is the basis for the development of teaching technology.

The term chemical-technology is introduced to students mainly through the use of specialized materials in reading lessons. In order for a teacher to consider reading ability as an indicator of a person's upbringing and development, a teacher must begin lingvodidactic sessions with an understanding of the specifics of reading and the philosophical, psychological, and pedagogical foundations. The effectiveness of mastering an individual curriculum by foreign students also depends on the formation of this skill. Students beginning to read specialized literature should have skills formed for different types of speech activity. Reading is not only a way for them to improve their ability to read in Russian, but also a way to put into practice the learning material mastered in their specialty. To optimize the process of mastering the terms of the field of chemistry and technology, students can use four types of reading: 1) review, 2). search, 3). introduction 4) study. Students should be familiar with the types of reading in order to properly understand the main content of the language material; convey the read content (as detailed as possible); find formulas, numerical data from textual material; view text to fill in existing information; selection from textual information containing a scheme or plan of future practical work.

A system of exercises is used to develop the necessary reading skills. The formation of receptive skills and abilities that provide targeted actions for obtaining semantic information is done in four stages:

- 1) in new lexical and grammatical material - presentation and direction in the text;
- 2) purposeful training in order to automate the reception operations for the recognition and understanding of lexical and grammatical materials;
- 3) completion of the automation of skills expressed in the transition from different types of reading to communicative reading;
- 4) to form the ability to clearly and fully understand the whole text, its general content and details, the language design of the text and its logical-semantic structure.

With the multiplicity and diversity of systems of teaching reading in the literature and in practice, most of them, based on the text as a unit of study, with the simultaneous division into preparatory, conditional-communicative and direct-communicative units includes pre-workout, pre-text, and post-text subsystems. Each exercise has different characteristics. It can be receptive or reproductive, aspectual and complex, oral or written, monolingual or bilingual, reading aloud, "to oneself" and so on.

Exercises that form the communicative competence of the student include:

- 1) exercises that develop the ability to distinguish the main thing;
- 2) skills development, word formation guessing exercises;
- 3) exercises that form formal-logical competence.

Not only the development of new skills but also the abandonment of old bad habits should be important in teaching reading. These include verbal, delayed, privileged reading aloud, as well as a propensity for oral speech.

Strict selection of language materials is important to create a system of creating a linguo-technical basis for the system of teaching a specialized language. This will allow to maximize and accelerate the process of teaching Russian as a foreign language. It is necessary to select the most commonly used lexical units, typical syntactic constructions, and place them in a certain order. It defines the active cognitive work of students on assimilation and their subsequent application in a real situation.

The non-native chemical terminology of Russian depending on the final objectives of the training, the most effective type of curriculum should be selected. The minimum educational dictionary is based on a certain number of terminological units, so their study should be organized and carried out taking into account the sequence of input and update of the dictionary material. Such a sequence provides ease and expediency in learning, helping to reduce or prevent difficulties in mastering legal terms. The teaching of Russian terminological vocabulary is usually considered in accordance with the stages of skill formation. In this regard, the following sequence is applied:

- add vocabulary;
- preparatory exercises (language);
- speech exercises.

THE MAIN RESULTS AND FINDINGS

One of the important conditions for the development and improvement of professionally oriented speech in Russian by students of the national group is the development of skills and abilities to determine their word compatibility, word structure, ability to add, manage, syntactically use terminological words. Knowing a language does not mean knowing a certain number of words, but mastering the usual phrases. It is important that students develop their receptive skills because before giving a scientific speech, they need to gather certain material to express by reading or listening to someone's speech. A national group of students is grammatically and lexically in it if he identifies and understands the elements, establishes logical connections and relationships between words, understands the different words, forms and structures of the language being studied, the comprehension of Russian scientific speech will be more successful and free.

CONCLUSION

Thus, in the process of working on professionally oriented texts, students acquire new information and regularly replenish their terminological vocabulary. This is greatly aided by the teaching of a particular language of specialization. This allows students to comprehend new information, master foreign language terminological (chemical) units, and mobilize the system of knowledge, skills, abilities, mental, and personal qualities needed to use them in oral or written speech.

Given the limited number of hours devoted to learning Russian as a non-native language, work on the development of professional speech in Russian should be carried out in all its aspects - with words, phrases and full text.

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