



IJIRCCCE

e-ISSN: 2320-9801 | p-ISSN: 2320-9798



INTERNATIONAL JOURNAL OF INNOVATIVE RESEARCH

IN COMPUTER & COMMUNICATION ENGINEERING

Volume 9, Issue 4, April 2021

ISSN INTERNATIONAL
STANDARD
SERIAL
NUMBER
INDIA

Impact Factor: 7.488

 9940 572 462

 6381 907 438

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 www.ijirccce.com

Methods and Techniques of Working with Terms and Terminological Dictionaries

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ANNOTATION: This article is devoted to topical issues of introducing the active use of terminological dictionaries in the Russian language lessons for university students, analyzes the features of studying professional vocabulary using terminological dictionaries directly.

Аннотация

Данная статья посвящена актуальным вопросам внедрения активного использования терминологических словарей на уроках русского языка студентов вузов, анализирует особенности изучения профессиональной лексики, используя непосредственно терминологические словари.

Key words: linguistics, professional terminology, definitions, functionality of the term, with sufficient tools, done in a simple way, classification of concepts, help in establishing relationships, prefix.

Ключевые слова: лингвистика, профессиональная терминология, дефиниции, функциональности термина, адекватными средствами, ненавязчиво, осуществляется, классификация понятий, содействие установлению связей, префикс.

The theoretical study of terminology, the study of the patterns of its formation, development and functioning of the term systems are one of the priority directions in the practice of teaching the Russian language in universities.

At the present stage of teaching, one of the main tasks in the training of highly qualified personnel is the scientific definition of the content of teaching the Russian language to students of both philological faculties and non-linguistic faculties of universities. As you know, 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 sphere of science, production and social 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 direction, which has its own specific difficulties and problems. An important role in this direction is assigned to the study of terminological vocabulary, which is designed to play a huge professional communicative role.

Within the framework of this problem, using specific examples, the diversity and features of the methods of terminological work in the study of the Russian language are shown. Samples of methods of work with terms are given in the study of new material, its consolidation, when checking the knowledge, skills and abilities of students, when they do homework, work with dictionaries.

Working with terms in Russian lessons can be carried out at all its stages: when studying new material, consolidating it, testing knowledge, skills and abilities.

The teacher should carry out terminological work in the system unobtrusively, that is, in combination with those methods and techniques that form students' knowledge. This is especially necessary in cases where it is required that students memorize the name, for example, parts of speech, that is, when a large number of terms are introduced in the lesson. Based on the foregoing, you can work with terms as follows:

1. Inclusion in speech of both linguistic terms and professional terminology in each lesson. Definitions and terms are entered into the active vocabulary of trainees by showing the functionality of the term. The information content of the concept is transmitted by scientists by adequate means, i.e. they fix in the definition the path of their searches and finds. Students, as it were, repeat the path of research in the course of constructing a concept in the lesson, i.e. in the study. In practice, the assimilation of the experience of mankind occurs through the actions of observation, comparison, comparison, analysis and synthesis, and then receives its second embodiment through the sign system of the language of culture - a verbal language in which students formulate the conclusions of their activities. The conclusion is the formulation of the definition, the top of which is the term.
2. Working with explanatory and special dictionaries. Dictionary entries contain a significant set of communicative structures, various semantic variants of models of two-part sentences. In the process of

verbal expression of thoughts, the headword-term included in the utterance always acts as the subject, and the essential features of the concept are revealed in the predicate with the dependent (secondary) members of the sentence.

3. Classification of concepts in accordance with the existing practice of studying the course of the Russian language by the names of the sections of linguistics: morphemics, semantics, syntax, etc. The study of linguistic units is based on the methods of linguistics research and predetermines the modeling of the ways of using terms in educational practice.
4. Determination of the similarities and differences in the meanings of these terms. For example, given the terms noun, adjective, numeral, verb. The first three terms are united by the concept of a name, they have a common way of changing - declension, while a verb has a different way of changing - conjugation.
5. Revealing the similarity of the semantic meaning of any of the terms with others. For example, homonyms, synonyms, antonyms, paronyms are united by the second part of the word, corresponding to the Greek root nim - which means "name" in translation.
6. Identification of the most important property of terms to promote combining concepts into general categories. For example, the ending as a term shows that all words having this part of the word are combined into a group of variable parts of speech.
7. Guessing the conceived term by its verbal definition. For example, a quiz with questions like "What section of the Russian language are terms with a part - it to?", "What is being studied in the section of the Russian language, which is called the Latin word for structure? Name this term. "
8. Revealing a common feature in several definitions of terms. For example, what terms in the definition contain the concepts of gender, number? What definitions of terms begin with the words "this is part of speech ..."? etc.
9. Enumeration of word-terms of the same series. For example, by sections of the Russian language (in phonetics: vowels, consonants, etc., in vocabulary: direct-figurative meaning, etc.); names of grammatical categories (gender, species, time, etc.); names of processes in the language (word formation, inflection, synonymy, etc.), etc.
10. Distribution of terms by sources and features of borrowing. For example, consider the titles of the sections of the Russian language: lexicology, morphology - in terms we see two roots, one of which is log from Greek. log- - "word, doctrine, science" can be found in the names of school subjects (biology, zoology, etc. and many other sciences (geology, mineralogy, terminology, etc.) spelling, lexicography, graphics have the root graphote Greek grapho- "I write", which occurs in the names of geography, historiography, etc. Understanding the meaning of these borrowed roots, we can guess what this or that science is doing. Terms such as affixes: suffix, prefix (prefix), postfix (-sya / -s), interfix (connecting vowel in a word), have a common part -fix-, which is from Latin fix - "to attach." This helps to understand the "internal form" of the word-term, and such comparison reinforces linguistic "vigilance" - the ability to restore the meaning of a term based on a set of known Latin (Greek, etc.) roots.
11. Analysis of definitions of the term by form. Existing in linguistic literature definitions of the term are varied in their form. More or less strict requirements for the construction of definitions are adhered to by the authors of dictionaries. For example, in the dictionary of linguistic terms by O.S. Akhmanova's definition "A term is a word or phrase of a special (scientific and technical, etc.) language, created (used, borrowed, etc.) for the exact expression of special concepts and designation of special subjects" can be used as a methodological recognition algorithm ... This definition is a single direct word ordering sentence. It can serve as a model for students to draw up their own definitions. Definitions consisting of two or more sentences are often found. Such definitions are descriptive. Tasks for the formulation of a definition for a term are very effective in the lessons of concept construction.
12. Analysis of definitions of the term by content, i.e. establishing its content. To define a concept means to indicate what essential features are thought of in its content. In logic, essential features are understood as such features of an object (concept), each of which is necessary and all in the aggregate are sufficient to distinguish a given object (this concept) from other objects, concepts.

Using the proposed methods and techniques of work, one should adhere to a number of methodological recommendations.

Working with terms in Russian lessons can be carried out at all its stages: when studying new material, consolidating it, testing knowledge, skills and abilities.

When giving homework, the teacher should provide for the continuation of terminology work independently at home. The teacher should carry out terminological work in the system unobtrusively, that is, in combination with those methods and techniques that form students' knowledge. This is especially necessary in cases where it is required that



students memorize the name, for example, parts of speech, that is, when a large number of terms are introduced in the lesson. Teaching students to work with linguistic terms is carried out mainly in the course of acquaintance with new material.

Writing down a term, students train in its correct spelling, pronunciation, memorization, which contributes to the establishment of connections between different types of memory.

Such a technique of terminological work is widespread, when, as the explanation progresses, the teacher introduces a term, writes it down on the blackboard, and the students in notebooks, here a verbal or written explanation of the term is given. In this regard, teachers often offer students to start special notebooks-dictionaries. In addition to such dictionaries, it is possible to recommend in a notebook on the Russian language to set aside several pages specially for working with terms.

The technique of pronouncing the term out loud several times allows you to practice in its correct pronunciation. It is especially advisable to use this technique when familiarizing yourself with terms of foreign origin (for example, spelling, spelling, phonetics, graphics, morphology, etc.)

It is desirable that the pronunciation is combined with the simultaneous reading of the term from the board or notebook.

It was revealed that work on clarifying the semantics and etymology of terms contributes to the formation of the ability to analyze, highlight the main thing in the studied concept and make generalizations, that is, such work contributes to the development of students' mental activity. In connection with the above, in planning the tasks of the lessons, the teacher should provide for such methods of terminological work that would clarify the etymology and semantics of terms.

Techniques for identifying the semantics and etymology of a word are especially important when working with terms of foreign origin. Having clarified the origin of the term, it is necessary to combine its semantic meaning with a translation into Russian.

It is of great importance to clarify the semantics of the term, that is, its semantic meaning. This technique can be used especially often, since in most cases the semantic meaning of a term coincides with the main content of the concept that is defined by this term.

Consider this example: a number of words are given: knot, already, knit, bonds, union. Why are all these words written in one row? Having opened the etymological dictionary, let's see the origin of the word "union". It is formed with the prefix "c" ("co" denotes connection, convergence, connection). For example, commonwealth, consent. Having understood the meaning of this term, students will unmistakably associate them with the main content of the concept.

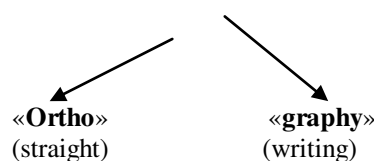
Often this work can be started right by posting the topic of the lesson. For example, naming the topic of the lesson "Compositional and subordinate unions", the teacher can invite students by the name of the topic to characterize the studied unions. For this he suggests to comprehend every word in the title of the topic. This work does not require much time, but students immediately highlight the main content of the material being studied. It would seem that it is an insignificant method of terminological work, but in these conditions it allows you to stimulate the independent thinking activity of students and apply search methods for studying new material.

In the process of studying the material, the teacher introduces new linguistic terms along with the disclosure of concepts during a story, conversation or explanation. With the introduction of terms of foreign origin, the logical method of analysis and synthesis based on etymology has a positive impact on the assimilation of the corresponding linguistic concepts and terms. This technique contributes to the establishment and maintenance of a connection between the perception and assimilation of a word, which is based in the minds of students on the association of a sound complex with a certain image, representation or concept.

A holistic concept of the content of a term is formed by synthesizing the essential analyzed features of both the concept and the term.

The analysis and synthesis of the term "spelling" is carried out by students independently. They determine that this word is complex, consists of two words already known to them:

Orthography



Students independently compare a concept with a term, which has a positive effect on memorizing not only the term, but also its conceptual meaning. This is the analytical-synthetic method of terminological work.



This technique can be widely used when working with terms of foreign origin, consisting of two or more words. Having taught this technique to children, you can use it to create problem situations in the lesson and to solve a problem.

It is very important that in the course of studying new material or at other stages in the lesson system, the same terms are used in different educational situations: pronounced by the teacher, recorded, used in the course of practical work.

So, the above examples of working with terms when studying new material show that they organically fit into the process of forming concepts, contribute to their better assimilation and memorization of terms.

Terminological work begun when studying new material should be continued when it is consolidated. Since not all the material of the topic of the lesson is fixed, but only the main, leading concepts, then, naturally, there is a selection of terms. Giving tasks that clarify how clear and assimilated the new material is, it can include special techniques aimed at working with terms and helping to clarify concretization, fixing the basic concepts of the lesson and the terms denoting them in memory.

When consolidating the material, you can often use the techniques of matching schemes, filling in tables. For example:



Communication types in phrases:

Reconciliation control adjoining

Mapping diagrams and filling out tables are effective techniques for working with terms in reinforcing knowledge.

For example: Assignments for environmental students of a technical university

Method "Who is more?" Come up with as many words as possible using the letters of the word "EARTH". Use a professional terminology dictionary:

E –
A –
R –
T –
H –

Working with a table can be organized as follows:

- compile a table for some reason;
- draw up a table based on the wording of the topic;
- find errors in the finished table;
- determine the theme and type of the table based on homework.

An integral part of most Russian language lessons is testing knowledge, skills and abilities. The inclusion of a test of knowledge of linguistic terminology is an indispensable requirement. The techniques by which they can be identified can be very diverse, primarily those that were used in the study of new material and its consolidation: identifying the semantics and etymology of terms; drawing up diagrams, filling out tables, writing terminological dictations.

Didactic cards with various tasks are very popular for testing knowledge, among which there are those that are aimed at identifying knowledge of terminology (terminological dictations, testing).

Work with linguistic terms should take a significant place in the course of testing the knowledge, skills and abilities of students. After all, the teacher tests not only knowledge of linguistic concepts, but also the ability to work with terms, widely using the system of didactic cards, which can include tasks for working with terms.

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

For example, work with text can be used:

Task 1. Read the text

THE EARTH IS OURS, WE CARE IT!

Since gaining independence in the Republic of Uzbekistan, environmental problems have become the most urgent. Interstate relations in Central Asia, in addition to economic and strategic aspects, touch upon environmental problems that are very important for the region.

The Oliy Majlis (Parliament) of the Republic of Uzbekistan adopted a number of important laws on environmental protection and nature management: "On nature protection", "On subsoil", "On water and water use", "On forest", "On specially protected natural areas", " On the protection of atmospheric air ", the Land Code, etc.

To preserve nature means to preserve, first of all, its flora and fauna. For a long time, man believed that the riches of nature are inexhaustible. Suddenly, people discovered with dismay that their common home was not so inexhaustible. Quite unexpectedly, it turned out that people began to miss clean water, clean air, fertile lands.

Previously, man rarely thought about the consequences of his intervention in nature. Predatory towards the riches of nature, he destroyed this world with fire, iron, herds of domestic animals. This led to the death of vegetation, depletion of soils, the formation of steppes and deserts - in a word, to the extermination of flora and fauna. By polluting the ocean, man upset its ecological balance.

Scientists warn: "Humanity is facing a formidable danger of chronic water hunger." This means that it is necessary not only to protect and purify fresh water, but also to desalinate sea water, the reserves of which are inexhaustible. Unfortunately, the waters of the oceans began to be polluted with oil, fuel oil, and nuclear waste. In the event of such pollution of water areas, humanity will face a terrible catastrophe.

Conservation of nature is not only its protection and conservation. In some cases, natural processes need to be controlled, restored and enriched in nature. Using water, air, soil and fauna rationally, we try to get everything that is necessary and useful for us, not only today, but also in the future.

Task 2. Find in the text the expression "He destroyed this world with fire, iron, herds of domestic animals." Explain its meaning.

Task 3. Break the text into semantic parts and head each part. Write down the plan you have created this way.

Task 4. Find synonyms for these words: destruction, rational, barbaric, resources.

Task 5. Write out the words-terms in your specialty from the text (professional vocabulary).

Such tasks should be included in the homework - this is an important part of the learning process, which contributes to the assimilation, concretization of the educational material, helps to develop the skills of independent work, and increases the cognitive activity of students. Given the tasks of teaching in the modern education system, it is ineffective to give assignments that require simple reading of the material or retelling. Homework should be logically linked with the material being studied, with educational tasks. Therefore, performing it, schoolchildren should be able to analyze the text being read, find the main and secondary material in it, find answers to the questions posed in it, and draw up an answer plan. To a certain extent, the solution of these problems, especially in the comprehension of the readable text, has to work with terms.

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

Interest in concepts and categories is natural for any science. Each science reflects the subject of its research in terms, without which it is impossible to build a single theory explaining cognizable reality.

Knowledge of linguistic terms determines the ability to present material in a scientific language, therefore, in working with students, great attention is paid to their formation. It is known that terms, unlike ordinary words, are devoid of emotional connotation. Therefore, the terms will not be vivid, impressive or interesting to the extent that they can be memorized at will. Mechanical memorization, that is, "memorizing", rarely leads to anything good. One of the problems that the student must overcome: remember the terms that do not cause them special cognitive interest. In addition, they face another problem: how to consciously memorize terms formed on the basis of Greek and Latin languages, without knowledge of ancient languages.

The work on the assimilation of linguistic terms and concepts by students can be made interesting and exciting, and their memorization - an active, creative process.



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Impact Factor:
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