

SCIENTIFIC AND METHODOLOGICAL BASES WITH ARCHITECTURAL AND CONSTRUCTION TERMS IN NON-PHYLOLOGICAL DIRECTIONS OF UNIVERSITIES (ON THE EXAMPLE OF RUSSIAN LANGUAGE)

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ABSTRACT

This article examines the study of architectural and construction terms and terminology in the classroom of the Russian language in non-philological areas of universities. With the help of interactive methods, we work with architectural and construction terms (terminology).

Keywords: terms, terminology, Russian, terms of higher education, architecture and construction, students, interactive methods, research.

INTRODUCTION

Before we move on to the procedure for dealing with architectural and construction terms in non-philological areas of higher education, let's take a quick look at terms and terminology.

Terminology (terminology and logos-science, concept) is a section of vocabulary; is a set of terms related to a particular system of concepts in a particular science, technology, industry, architecture and construction, art or social sphere, as well as to the field of linguistics, which studies terms. Terminology in the narrow sense is a specialized vocabulary specific to a particular field. In turn, this enriches the spoken language. Terminological vocabulary develops along with it as an integral part of the vocabulary of everyday language, experiencing all the processes of development of society and language. It is only when a certain field or science is highly developed that special terminology appears in this language.

The word comes from the Latin word terminus, meaning "limit." Terminology, when defined by scientists, takes into account its lexical meaning when describing the environment, that is, nature. However, there are differences in the definition of boundaries and in the characterization of the concept. This term is used in science, technology, agriculture, arts and culture.

MAIN PART

If we consider the use of architectural and construction terms (terminology) in non-philological areas of higher education, it will be effective when teaching Russian in non-philological areas of higher education. With the help of interactive methods, thinking develops, receive and transmit information in Russian, gain new knowledge, keep abreast of scientific developments in their field and keep abreast of innovations, and this expands the students' outlook. It is interesting and useful for students to work on relevant material in their profession. To do this, the student must first learn the meaning, pronunciation and use of new words or terms in the text. We use many interactive methods. For example, the "chain" method. Students pronounce the sound of a new word or term and pronounce it with the translation of the word they have learned well, while the next student repeats the word without translation and adds another word that he or she has learned. Thus, the game continues until the last word of the student, where the word order can help the student who is repeating the words to pronounce the word only in Uzbek or Russian, otherwise he will be out of the game. This game helps students memorize new words easier and more fun. In the second method, a group of students listen to the text via audio and watch the written form. The second time, the teacher reproduces the sound in the form of gaps in new words in the same architectural and construction terms. The student has to listen to it for a while and fill it out no matter what. The result of practical work is checked by all groups of students and worked out for errors.

Now the terms "architecture" and "construction" are divided into 2 or 3 parts and divided into groups. Depending on the potential of the group, the time is set and a task is given in the form of a game "Speaker with an interpreter", in which each student works as an interpreter and speaker, that is, he translates the speaker's speech tone by tone, does. Thus, they are processed in turn. The rest of the groups correct their mistakes and shortcomings, write "comments" on their work and recount in Russian what they have learned from their speech and translation. The rest of the groups work the same way. The assessment is given by the students themselves. In this practice task, each student strives for the quality of their group work.

It is known that the study of the Russian language is fraught with a number of difficulties. It takes a long time to perfectly learn a language to be able to communicate fluently in it, especially to use professional terms instead. When learning a language, memorizing words or learning grammar is not enough. To do this, students of non-philological universities must be able to use memorized words, professional terms in various speech situations and develop conversational skills. Another important aspect is that a language learner can choose the right words for specific situations. The phrases and words that we always use in our native language are uniquely expressed in the foreign language. To solve the problem, it is necessary to teach the student the terms of the profession, as well as to give competent knowledge. The introduction of methods for studying terms in Russian lessons encourages students to use language units correctly and freely use them in speech. Students remember what they did better than they heard. Therefore, the inclusion of educational performances in the system of teaching foreign languages is important. The main goal is to promote a new method that helps learners of the Russian language to overcome the emerging communication barrier, that is, the methodology for studying educational professional terms (terminology) and, thus, the ability of students to speak Russian as in their native language, to use professional terms, and it is necessary will educate them as professionals with the appropriate skills.

The object of the research is the process of teaching Russian language to students of non-philological universities based on vocabulary, textbooks, teaching aids and modern technologies that develop basic speaking skills, oral competencies and encourage them to use the appropriate professional terms in speech.

Research methods: research includes theoretical (analytical and synthetic, comparative, similar, modeling), diagnostic (polls, testing, observation), predictive (expert assessment, generalization of independent assessments), pedagogical experiments and mathematical statistics (statistical processing of data, results, graphic image, etc.).

Research goals of teaching non-philological students:

- Comprehensive study of the problems of university students in the study of foreign languages, the use of professional terms and the search for solutions to the problem in accordance with the requirements of the State Tax Service;

- Determination of the scientific, pedagogical, philosophical, linguistic and psychological foundations of education and development of harmonious and broad views of people through the development of students' speech in the classroom of the Russian language;

- Organization of classes for the development of language skills in practical classes of the Russian language;

- Development of the basis for the creation of dictionaries, textbooks, programs, teaching aids based on research results;

-Development of students' creative thinking through the use of scientific and methodological foundations.

A lot of scientific work has been carried out to improve the level of foreign language proficiency among students of professional universities. However, the educational method of using professional terms in speech is a new method aimed at developing the professional speech of Russian language learners in our country. Scientific novelty of the method:

1. Strengthening student motivation through the use of modern technologies and enhancing student learning;
2. To develop students' creative thinking in the process of preparing for different performances;
3. To develop students' ability to communicate freely;
4. Teaching the correct use of professional terms in everyday language tools when working with scripts;
5. Increase the duration of the retention of knowledge gained during the live performance;
6. Teaching ways to communicate freely through the introduction of collaboration technologies.

CONCLUSION

The teacher needs to get acquainted with the interests, inclinations, requests, as well as the erudition of students and relying on the knowledge of the individual creative abilities of the trainees, their communication skills, peculiarities of thinking, types of perception, memory, to determine the optimal forms of organization of educational material. You can only learn to speak by speaking. Consequently, the task of the teacher is to teach students to communicate, to mobilize, to activate their speech potential, to help them overcome psychological constraint, to captivate the subject of conversation, in a non-standard form of study. Therefore, the modern method of teaching foreign language more and more often abandons everyday topics and recommends giving only lexical and grammatical structures that students can use in their own statements in many contexts, varying taking into account individual characteristics.

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