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BASIC PRINCIPLES OF THE DEVELOPMENT OF TERMINOLOGICAL KNOWLEDGE OF FUTURE FOREIGN LANGUAGE TEACHERS.

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Abstract. This article analyzes the problem of teaching terms and terminology to learners of different languages, mainly English. The article describes the differences between terms and simple words, the most appropriate methods and approaches used in the process of teaching terms, difficulties and problems encountered in teaching terms to students. At the same time, the process of evaluation in the process of managing the lesson and teaching terms is also included in the research scope of the article.

Keywords: terminology, terms, teaching ESP, meaning in context, language components.

In modern teaching process terms and special terminologies are an important part and element of English language. New words and terms are introduced to the language every year. Terms are the main keys of the educational material. Without knowing their meaning, it is difficult to find the right meaning in a certain context. Technical dictionaries, glossaries, term lists, electronic term banks, and online dictionaries are created by documenting and organizing terms for specific purposes. Terms are formed according to the rules of word formation in the standard form of the language. Terminology allows people to understand how the components of specialized texts interact with the context as a whole, which is often an unconscious way of acquiring knowledge. Terms are language components that convey conceptual meaning within texts containing specialized knowledge. This process of conveying meaning is as important in understanding the essence of terms as the concepts or meanings it designates. Thus, linguistic analysis can be applied to terminological units. A term is defined as a mono-referent in a very specific idea of a particular field, field or subject. It includes constraints on language (lexical, syntactic, and semantic) and concepts (generic, portable, and random). Terminology examines the name of the presented idea, starting with the concept (referent). Common words are often polysemantic, and many of them have the same meaning, showing the diversity of language expressions. Terminology is not only an actively developing part of the vocabulary of any language, but also reflects progressive changes in society and science [3]. The term terminology is derived from the combination of the *Latin word terminus (term)* and *the Greek word logos – which means science*. To understand the essence of the term, it is important to first refer to the word that has a common meaning. A term is a lexical category like a word. It has a nominative character and represents objects, events and certain concepts. So, according to the general rule, it is not about the dictionary meaning of the term, but about its function and meaning. It is known that terms form a separate layer in the lexical layer of the language and form a certain system as a special sign of scientific concepts.

The use of terminology begins in very simple situations in everyday life and progresses to a higher level of communication. When students are exposed to the complex terminological details used in technical and scientific contexts, they will better understand the main content of the document, and as a result, professionals will be able to express their opinions more effectively. The study of terminology is the basis of all scientific disciplines. Without learning the terminology, technicians and professionals are unlikely to understand the value of maintaining a language for communication and cultural identity. There are certain difficulties in teaching English terms to students, and it is also related to the difficulty of learning to think in another language. Terms from a limited range are included in the common language, and popular words themselves serve as a continuous source of new terms. Language learners should learn words from general technical, popular scientific and special literature; it is desirable to include wide terminological systems, terms and their qualities in the process of teaching a foreign language. The word is usually clear, stylistically neutral and systematic. One of the difficult issues in teaching English vocabulary to people with non-language majors is learning a terminological vocabulary that has its own characteristics. Its main goal is to help students assimilate the terminological vocabulary of this language subsystem, which allows them to actively use vocabulary in creating their own statements in a communicative manner, in addition to the correct understanding of the text [4]. Therefore, the ability to correctly understand and use the language is understood as a component of lexical abilities. It consists of textual, lexicographic, and other illustrative materials to show the main associations of terminological units, present joint terminological combinations based on syntactic constructions, introduce students to the main tasks of the term in this type of texts. The goal of the third stage is to acquire highly specialized words and forms of formal speech. The purpose of this stage is to develop skills and abilities to use highly specialized terminological units in speech, to get acquainted with the structure of the terminological system of a small language, to develop skills and abilities to analyze the morphological structure of the received term, to master vocabulary. It is important to get acquainted with the most effective models of word formation, the operational features of the term, and to determine the main directions of terminology. [1].

Teachers use various strategies such as crosswords, puzzles, building words from letters and syllables, making shorter words from longer words, finding generalizing terms in word chains, and creating new words. These activities can help remember the specific terms easily. There are a number of game mechanisms designed to improve the relationship between the visual and the meaning of a word, including matching the image from a word, word translation, word-antonym, word-to-word –synonym, question-answer, riddle-finding are the basis elements for games. [5]. Additionally, while teaching some terms in teaching process, we can encounter some problems with translating the terms, for instance, the terms *formative and summative assessment* cannot be translated word-to word. Because the meaning is the same as the terms of on-going and final evaluation in Uzbek language, we teach

students this translation based on the translation in the context, where the context is also of great importance.

The development of skills and the ability to identify vocabulary, phrase structure and terminological terms is one of the most important requirements for the development and improvement of English language among students. Students with a non-linguistic background who can recognize and understand the grammatical and lexical components of English speech, establish logical relationships and connections between words, understand the diversity of words, forms and constructions of the language being studied. The need for a more successful and fluent understanding of English speech is always important. Teachers should be aware that some words are difficult to define precisely in everyday language and are best understood in their technical form. However, another strategy for clarifying terminology is to provide relevant examples that students are already familiar with. Thus, if students use a terminological dictionary, they will successfully acquire new language units. The teacher introduces academic language and technical terms and emphasizes the primary features of language such as abstraction, specificity, and completeness. At this stage, it also introduces the concepts of "corpus" and "terminological unit", which students will need for the next assignments. The teacher can provide lexicographic definitions of several well-known terms or, alternatively, allow students to come up with some on their own. Its importance is that it helps students understand the difference between popular and scientific discourse. Regardless of differences in students' backgrounds and goals, the teacher should therefore emphasize the importance of terminology. In order to encourage active participation in the classroom and to identify issues of common interest among groups, the teacher must be critical of students' knowledge.

The vocabulary system of the language being studied should be studied separately from the general vocabulary of the language. When learning a new word, be it technical or general, the student must understand its definition and usage. Many low-level words, for example, allow learners to adapt the word form to an existing meaning in their native language. Students learning terms in an unfamiliar field must not only acquire a new form, but often a new understanding. Studying students' reading notes is one way to do this, as it provides information on how they understand the material and the methods they use to learn new vocabulary [4]. Students often take notes when they are studying to learn, and many studies have shown that this can determine success on a test. Because notes involve multiple processes including comprehension, selection, and production, it promotes deep understanding. For effective recall, students must first understand the text, and then they must be able to select material that matches their learning objectives. They should then convert the relevant information into a way that makes the reading material easier to retrieve and understand. Thus, how future language teachers approach learning terms and the methods used to teach them to students are important in education and shows the relevance in upcoming periods.

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