

THE METHODS OF WORKING WITH TERMINOLOGICAL VOCABULARY IN RUSSIAN LANGUAGE CLASSES

Akbarov O.A.

Ph.D., Associate Professor of Ferghana State University

Kushakova Z.,

Master's student of Kokand State Pedagogical Institute

ABSTRACT

The article discusses the basics of the methodology of working with terms in Russian language classes among non-philology students. The authors consider ways to create a terminological dictionary of different scientific sublanguages.

Keywords: *Russian language, lexical minimum, speech activity, terminological minimum, lexical material, speech material, vocabulary minimum.*

АННОТАЦИЯ

В статье рассматриваются основы методики работы с терминами на занятиях по русскому языку у студентов-нефилологов. Авторы рассматривают пути создания терминологического словаря различных научных подязыков.

Ключевые слова: *русский язык, лексический минимум, речевая деятельность, терминологический минимум, лексический материал, речевой материал, словарный минимум.*

INTRODUCTION

Russian language teaching methods for students of non-linguistic universities and in order to implement a rational organization of teaching Russian professional speech, it is necessary to keep in mind the following: 1) study of the laws of functional scientific style; 2) skills and abilities that should be developed in the learning process; 3) optimal means to achieve the goal; 4) selection of minimized vocabulary and methods of working with lexical material.

To achieve these goals, a differentiated approach is needed, which allows segmenting the educational material to be actively assimilated so that it satisfies the communicative needs of students, adequately represents the functional and semantic features of the units of the Russian language, is accessible and can stimulate the cognitive activity of students.

Thus, the main purpose of the practical course of the Russian language for students studying at non-philological faculties is to master the language of the specialty, which includes the formation and development of all types of speech activity in the chosen professional field. Mastering the language of the specialty

allows the future specialist to freely use the Russian language as a means of communication and use it as a means of obtaining the necessary knowledge, as well as for mastering professional skills and abilities.

For the development of a linguodidactic system of teaching the language of the specialty, it is important to strictly select the language material that would allow to maximally intensify the process of mastering the Russian language in connection with the specialty chosen by students. It is necessary to select the most frequent lexical units, typical syntactic constructions, arrange them in a certain order, the mastery of which involves active cognitive work of students on their assimilation and subsequent use in real communication. All this requires compliance with the principle of consistency in the description of language and speech material, which allows, based on a conscious and practical method, to develop the ability to self-study, actively transfer the acquired knowledge and formed skills to unfamiliar language and speech material in the new conditions of real communication. In this regard, teaching terminological vocabulary of the Russian language occupies one of the central places in teaching the language of the specialty of non-philologists students. All this suggests the need for a scientifically-based selection of the lexical minimum.

DISCUSSION AND RESULTS

Currently, the question of the selection of lexical material taking into account the language of the specialty has received some coverage in linguodidactics. Russian Russian at the National School and the Russian Language Abroad magazines held a discussion at which the problems of the selection of the vocabulary minimum were seriously discussed on the pages of the magazines "Russian language at the National school" and "Russian language Abroad". Articles by academician N.M. Shansky, G.G.Gorodilova, S.G.Barkhudarov, E.A.Bystrova, L.G.Sayakhova, N.Z. Bakeeva, V.I. Zimin, L.N.Novikov and many others were published. others, who noted that at the present stage, the most important is the further development of educational lexicography, the development of theory and practice of compiling various educational dictionaries, primarily complex and aspect dictionaries of the active type, which would be, first of all, communicatively oriented.

Russian Russian lexical minima compilation, as well as the development of all the problems of such dictionaries, is based entirely on the traditions of educational lexicography of commonly used words of the Russian literary language. But the compilers of dictionaries of special vocabulary face special problems, in particular, the definition of the unit of selection, the establishment of terminological minima of a particular microsystem of terms based on a certain stage of training of students of national groups, the development of the structure of the dictionary article of the

terminological dictionary, the definition of the specifics of the interpretation of the meaning of special vocabulary, scientifically based selection of vocabulary necessary and sufficient for mastering the basics of the sublanguage of the specialty, the definition of the volume of the lexical minimum, determination of the principles and criteria for the selection of the lexical minimum, etc.

Russian language teaching process in a non-linguistic university should also be noted that the following features characterize: a small number of hours allocated to the study of the Russian language (the advanced stage is only 60 hours), a weak level of development of speech activity in Russian of students of national groups. NG. Vishnyakova notes: "The main purpose of the selection of the terminological minimum is to create a solid terminological base, which should ensure the understanding of the maximum number of terms when reading the original scientific and technical literature on the specialty, along with conducting conversations on special topics [1]. The minimum vocabulary selected for these purposes should serve as the lexical basis of textbooks and teaching aids intended for the development of reading skills, understanding and translation of scientific and technical texts, as well as for the development of oral speech skills. In addition, it should serve as a methodological guide for teachers and a practical reference for students with Uzbek (or other) the language of instruction when working on mastering terminological vocabulary. As noted by V.V. Dubchinsky: "A minimum educational dictionary can be considered as a textbook in which language units are given and described in a form that serves their semantics, aimed at reducing and preventing lexical difficulties characteristic of specific types of speech activity and in which dictionary entries are presented in the form of specially organized units of teaching vocabulary and, in general, language. An educational dictionary is a methodological concept that applies to all dictionaries without exception" [2].

When teaching the Russian language in connection with the specialty, strict selection of the terminological minimum is important.

When selecting the terminological minimum, difficulties are observed in interpreting the results obtained, since it is almost impossible to separate the language accompanying the action from the content of the action, when insufficient mastery of the language leads to insufficient development of students' language competence.

The content of the educational terminological dictionary, its quality should be such that the student can equally use this dictionary in practical professional activity.

Teachers of the Russian language who use a dictionary to teach terminology, having sufficient language competence, should have a close relationship with subject teachers in this field.

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