



Methods of Teaching Foreign Languages in Non-Philological Educational Institutions

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Annotation: The article is devoted to the issues of teaching terminology in order to form professional competence in foreign language lessons. It pays attention to the history of the emergence of terms, the sources of their formation, the features of the term and the translation of special texts as a complex speech and language activity of a person. The article reveals the processes of terminology activation for obtaining information, further cognitive activity, as well as for the production of their own text.

Keywords: professional competence, teaching terminology, sources of formation, teaching principles, implementation in speech.

Introduction

The organization of the educational process, as well as the objectives and strategies for instruction, its structure, and its content, have all experienced substantial changes in the teaching of language disciplines in higher education as of the beginning of the twenty-first century. The need for professionals who can effectively conduct business communication in other languages is rising as a result of the worldwide trends toward the globalization of research and production and the intense competition on the labor market. As today's communicative roles of terminology are not restricted to supporting linguistic activities inside a particular national group, efficient professional communication in a foreign language is unavoidably impossible without mastery of terminological vocabulary. Any modern industry's terminology serves both internal, national professional communication and external, worldwide relations, and this global role is becoming more and more important. The modern processes of globalization contribute to the enrichment of the conceptual apparatus of science and production, which necessitates the creation of new lexical units for their nomination and, as a result, the expansion of the terminological resources of developed languages in both quantity and quality.

Accordingly, removing language barriers in professional communication is given special attention in the new model program of the normative discipline "Foreign Language (professional orientation)" for the training of bachelor specialists in higher educational institutions. This is done by teaching a foreign language that is based on specific terminology and business rules.

Material and methods

Communication is a skill that must be understood in order to be successfully applied in professional settings. It is important to note that the program involves teaching terminology in accordance with the scientific principle of humanization, which is demonstrated by the fact that students become familiar with the cultural traits of the nation whose language they are learning, master the norms of communication and behavior characteristic of another national culture, and comprehend that the development of any national terminology depends on solving the problem of language in the international context. The history of the development of the national language, on the one hand, and



the history of the development of science, technology, and all forms of material culture, on the other, are intimately related.

As a result, the idea of intercultural contact, which denotes the interaction of many cultures, is closely tied to the formation of the terminological base of any language. The scientific principle of humanitarization in the teaching of professional terminology entails close collaboration between teachers of the language cycle's disciplines in the creation of work programs for the course "Foreign language (professional orientation)," as well as innovative collaboration with teachers of other disciplines of the humanitarian cycle. These two scientific principles are directly related to one another. This scientific approach, in particular, entails the collaborative selection of study materials and subjects, broadening the horizons of students on both a personal and professional level. We described the scientific tenet of communicative actualization of terminological vocabulary in conversation as the scientific principle of studying professional terminology in higher education [2].

The definition of language as a cognitive process carried out in communicative activity and provided by specific cognitive structures and mechanisms in the human brain is the foundation of cognitive-discursive, which is one of the most promising areas of study for sectoral terminological vocabulary today [3]. The cognitive activity of an expert in a given industry, which consists of the conceptualization and classification of new and existing diverse forms of information, results in the entry and consolidation of new terminological vocabulary in professional speech.

Result and discussion

The diversity of the things in our environment, their distinctive differences, and the degree of cognition and isolation in consciousness—which indicates the interaction and integration of multiple cognitive levels—all contribute to the complexity of cognition. The three most important ones are conceptual understanding, interpretative-evaluative comprehension, and empirical perception (perceptual- objective activity).

In addition, new information may be successfully incorporated into an existing system thanks to the analog capacities of human thought, which are expressed verbally, especially when utilizing terminology in professional discourse. In particular, research on several languages has found that up to 80% of the phrases that operate in them are created using compact, reliably repeatable models, which typically contain between 7 and 10 components [1].

Although the terms "concept" and "concept" are undoubtedly phenomena of the same kind, it should be emphasized that the plan of the content of the word is precisely the concept and not the concept, which are now distinguished by terminologists. The fact that the same terminological lexemes can be used in various special discourses to denote different concepts is explained by the operation of the universal law on the economy of language resources, as well as by the peculiarity of modern industry terminology, which consists in the desire of specialists to build motivated terms with predictable semantics [2]. Thus, the full meaning of the term can be revealed only in professional discourse, where it is used only in one specific meaning, correlating with only one concept. At the same time, the actualization by a language unit of its syntagmatic properties, based on the meaning of the lexical concertizer, is of particular importance. An example is the word "powder", which, with the meaning "fine and soft, usually fragrant powder for application to the skin", was borrowed from French in the 18th century [1]. In addition, new information may be successfully incorporated into an existing system thanks to the analog capacities of human thought, which are expressed verbally, especially when utilizing terminology in professional discourse. In particular, research on several languages has found that up to 80% of the phrases that operate in



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Although the terms “concept” and “concept” are undoubtedly phenomena of the same kind, it should be emphasized that the plan of the content of the word is precisely the concept and not the concept, which are now distinguished by terminologists. The operation of the general law on the economy of linguistic resources as well as the peculiarity of contemporary industry terminology, which consists in the desire of specialists to create motivated terms with predictable semantics, explain why the same terminological lexemes can be used in different special discourses to denote different concepts [2].

As a result, the phrase's entire meaning can only be understood in professional contexts when it is used to refer to a single notion and has just one precise meaning. On the other hand, a language unit's ability to actualize its syntagmatic qualities based on the lexical concertizer's meaning is very significant. As an illustration, consider the term "powder," which was adopted from French in the 18th century and means "fine and soft, typically aromatic powder for application to the skin" [1].

The phrase has since been included into the vocabulary of chemistry ("aluminum powder," "insecticide powder," "powdered sugar," etc.), agricultural chemistry, and food business. In the 18th century, through Polish or German, the term "line," which means "a thin strip, a line formed on any surface from one point to another," was taken from Latin.

Modern terminology for astronomy ("radiation line"), physics ("slip line"), geography ("agonic line"), geology ("tectonic line"), technology ("automatic line"), mathematics ("line of return"), jurisprudence ("line of demarcation"), and construction uses the lexeme ("line of arch"). As a result, the terminology category of systematicity connects with the systemic aspect of the scientific view of the universe. O.A. Kornilov describes the scientific view of the universe as the “world of accurate science”. Since precision and having a precise meaning are two conditions for a word, we can also draw a comparison to terminology in this instance. The emergence of new scientific concepts inevitably leads to the enrichment of terminological meaning and the manifestation of novel aspects of extralinguistic reality. Because form and content are clearly recognized to be related, the altered terminological meaning has a distinct new expression.

Conclusion

As a result, one of the essential concepts in the study of terminology is how terminology relates to actual comprehension of the scientific view of the universe. Not less significant is the concept of continuity and structural unity of the course “Foreign language (professional orientation)”, which states that the terminological phenomena proposed for study do not duplicate the topics of previous years of teaching a foreign language, but rather supplement and expand the material already covered, allowing students to have a more systematic understanding of the terms being studied. According to our opinion, the scientific principles for the study of professional terminology in a non-linguistic university should help students successfully assimilate the terminological vocabulary needed for reading original specialized literature and engaging in successful professional communication in a foreign language, which reflects current trends and specifications for teaching in higher education.

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