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THE TERMINOLOGY OF CONSTRUCTION AT TECHNICAL UNIVERSITIES AND ITS TEACHING METHODOLOGY

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Abstract In this article the terminology of construction at technical universities has been analyzed and some effective and efficient methods to teach them have also been discussed. The most important difference lies in the learners and their purposes for learning English. English for specific purposes students are usually adults who already have some acquaintance with English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions.

Keywords: Specialist, Communication, Professional Sphere, Construction, Terminology, Activity, Foreign Languages, Foreign Culture.

Annotatsiya Ushbu maqolada texnik oliy o'quv yurtlarida qurilish terminologiyasi tahlil qilingan va ularni o'rgatishning samarali va samarali usullari ham muhokama qilingan. Eng muhim farq o'quvchilar va ularning ingliz tilini o'rganish maqsadlaridadir. Muayyan maqsadlar uchun ingliz tili talabalar odatda ingliz tili bilan biroz tanish bo'lgan va kasbiy ko'nikmalar to'plamini muloqot qilish va ish bilan bog'liq muayyan funktsiyalarni bajarish uchun tilni o'rganayotgan kattalardir.

Kalit so'zlar: Mutaxassis, Aloqa, Kasbiy soha, Qurilish, Terminologiya, Faoliyat, Chet tillari, Xorijiy madaniyat.

Аннотация В этой статье была проанализирована строительная терминология в технических университетах, а также обсуждены некоторые эффективные и действенные методы их преподавания. Самое важное различие заключается в учащих и целях их изучения английского языка. Студенты, изучающие английский для конкретных целей, обычно – это взрослые люди, которые уже немного знакомы с английским языком и изучают язык, чтобы передать набор профессиональных навыков и выполнять определенные функции, связанные с работой.

Ключевые слова: Специалист, Коммуникация, Профессиональная сфера, Строительство, Терминология, Деятельность, Иностранные языки, Иностранная культура.



Foreign language teachers for some special purposes usually have a lot in common with teachers of general foreign language. For both it is necessary to consider linguistic development and teaching theories, to have insights in contemporary ideas regarding their own position and role as well as the position and role of foreign language learners in education and to face new technologies offered as an aid to improve the methodology. The most important difference lies in the learners and their purposes for learning English. English for specific purposes students are usually adults who already have some acquaintance with English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions. The program is therefore built on an assessment of purposes and needs and the functions for which English is required. Specialized English concentrates more on language in context than on teaching grammar and language structures. It covers subjects varying from accounting or computer science to tourism and business management. From this prospective of view, English focal point is that English is not taught as a subject separated from the students' real world (or wishes); instead, it is integrated into a subject matter area important to the learners.

As a matter of fact, English in different fields combines subject matter and English language teaching. Such combination is highly motivating because students are able to apply what they learn in their English classes to their main field of study, whether it be accounting, business management, economics, medicine, computer science, architecture or construction.

One of the most important requirements for a modern specialist is his ability to participate in oral and written communication in the professional sphere, nature and content which are predetermined by the features of the subject area of activity type in construction discourse, in the perception and production of which the specialist will participate. The main purpose of training specialists with knowledge of a foreign language is to prepare them for a professional intercultural communication which is necessary for them to carry out professional activities in foreign languages and foreign cultures.

In the professional field, architects-builders intensively interact with foreign customers and therefore experience a real need for mastering a foreign language is necessary and successful tool to solve professional problems. One of them is, in particular, is the presentation of design technical activities of the architect-builder at international exhibitions and scientific publications in foreign sources. However, in order to create the formation of a foreign design project future architects do not have sufficient technical competence, which reduces the quality of the linguistic training of specialists and negatively affects on professional situations. Theoretical issues related to

the problem of teaching construction terminology in language competence of students are insufficiently developed and the need to form foreign language competence of technical, architectural, constructive terminology is always on demand.

Therefore, our research is actual and includes the following problems to solve: increasing the requirements for professional training of future architects, builders, expanding the information field of their professional activities that belong to language skills in their communication.

Methods and methodology. The research methods that I used in my research are as follows:

- Cognitive-generalizing which is used to study and analyze the theoretical and practical work in the field of teaching methods of foreign languages. By this method our research focused on the analysis of programs, textbooks, handbooks in a foreign language for students of technical universities.
- Diagnostic method has been utilized for surveys with students.
- Praximetric method includes the analysis of processes involving the productivity of student activity, assessment of their work.

LITERATURE REVIEW. The theoretical and methodological basis of this study was the fundamental works of foreign scientists in the field of linguo-didactics of communicative linguistics, pedagogy. The work has a significant impact on these foreign authors: T.N. Astafurova, N.I. Almazova, A.L. Alekseeva, N.V. Baryshnikov, I.L. Bim, A.A. Verbitsky, I.R. Galperin, N.D. Galskova, N.I. Gez, S.V. Grinev, I.A. Zimnaya, I.L. Kolesnikova, Ya.M. Kolker, M.V. Koltunova, N.N. Kokhtev, L.G. Kuzmina, B.A. Lapidus, A.A. Leontiev, R.K. MinyarBeloruchev, E.A. Nozhin, A.V. Olyanich, E.I. Passov, E.R. Porshneva, I.V. J. Cumming, J. Ewer, T. Hutchinson, J. Munby, P. Strevens, A. Waters and so on.

RESULTS AND DISCUSSION. As practice shows, students of architectural and construction specialties traditionally observed a low level of proficiency in foreign language for several reasons:

- attitude to a foreign language as a secondary subject;
- low level of language teachers in this field; not enough taking into account the intercultural professional needs of students;
- architectural and construction specialties related, in particular, to formation of skills to present and protect a project in a foreign language, which is, in our opinion, one of the basic elements of professional competence of specialists in this profile.

The following tasks can be added to the model based on the above rules:

- Increase students' interest in the field of science, determine the level of ability to use knowledge in the field of construction as a didactic means of forming knowledge



in the field of construction in the field of non-philological education, determine the criteria for choosing a field;

- Modeling and improvement of the typology of virtual didactic games in the application of a complex mechanism for the use of knowledge in the field of construction in the formation of knowledge in the field of construction in the subject "English";

- Formation of linguistic knowledge (phonetic, lexical, grammatical speech, reading, listening, writing) of students of non-philological education in the field of construction, development of relevant guidelines and recommendations for the implementation of assessment criteria and quality indicators in a virtual learning environment

- In the field of knowledge construction, the formation of linguistic knowledge (phonetic, lexical, grammatical speech, reading, listening, writing) of students of non-philological education, assessment criteria and quality multiplier in a virtual learning environment, as well as the development of relevant references and recommendations for implementation in the classroom.

A leading approach to the formation of language competence among students in the field of construction has been revealed:

- A systematic approach is used as a general methodological principle for studying objects and phenomena in the context of scientific and practical activities.

A systematic approach to the study of a foreign language can be applied throughout the student's entire educational period in a higher educational institution and in a future career. In our study, the system principle is used in the design, communicative and spatial context. The presentation of lesson material with a systematic approach allows using the speech flow system as a starting point for syntactic analysis when constructing sentences at the initial stage. In our study, we used the linguistic competence of a master student of non-philological education to form the language competence of a master student of philological education, using knowledge in the field of construction.

Integrative approach - as a result of which a new force is created, the complex development of a minimum qualitative complex is required, which combines an object, phenomenon, person, community. At a certain level of proficiency, you can use a training video in a foreign language. The student will be asked about the content of the film in a foreign language.

The communicative approach is not just reading and writing text. Today, teachers choose modern education instead of traditional. They use new methods and tools to achieve the desired results. As a result, students are motivated to receive an



international education.

Cultural approach. When completing the system of schools with the teaching of foreign languages, a cultural approach is taken into account. Its main goal is the formation of cultural competence. This includes the principle of adaptation. The proposed method is based on the principles of social learning and keeps under control the cultural orientation of teaching a foreign language.

Experts define the following principles:

- oral orientation of training;
- taking into account the specifics of speech activity in a foreign language;
- modeling the situation of cultural communication in the educational environment;
- rational use of native language and foreign language;
- taking care of the student's personal needs;

Systemic thinking when creating a set of exercises. Oral exercises always have a great effect. This is proof of the principle of the speech orientation of the education system with a culturological approach. With this knowledge, we can develop civilized communication skills. In the modern methodology of teaching a foreign language, the division into vocabulary, spelling, phonetics, grammar, speech, language, perceptual and creative skills is accepted. After all, the practical goal of training is an opportunity to improve communication skills. The teacher should choose the task taking into account the general aspect, so that students can participate in cultural communication at a general level. **Problem approach.** There is a loophole in this approach to improve the effectiveness of educational training provided on an ongoing basis. Learning a foreign language is a problem based learning that increases the need to develop a comprehensive understanding of a foreign language. Specialists use cognitive functions, including brain power, simulation creativity, and independent problem-solving skills.

Today, problem-based learning is an innovative aspect of teaching foreign students. This skill serves as a means of self-reflection and reflection of students. A teacher who uses a problem-based approach in teaching focuses on the systematic development of a student's independent work in a group. The main goal is to enable young people to get their own education. The development of creativity, perspective and attention to detail will continue in the next lesson.

Here is a summary of this advice:

- development of logical, passive and dialectical thinking;
- make the traditional education system more universal;
- regular problem solving;
- Completion of the education system.

Pedagogical and psychological analysis of the problem situation. It is present in all aspects of education and enhances the importance of both student activities and the educational institution itself. The teacher creates a problem situation to clarify, consolidate and compare the knowledge gained.

How to solve the problem situation:

- Motivation for a detailed explanation of the facts;
- Detailed analytical analysis of the life situation;
- Independent work on the practical application of knowledge.
- Based on motivational generalization and comparison of new facts.

One of the important situations in organizing the education of foreign students at the Faculty of Foreign Languages is a clear definition of the basis and foundation of the native language in the process of their professional education in the future student higher school. Interviews with students in the field of non-philological education in higher education, analysis of the attitude towards the fulfillment of the task aimed at the student, increased the fact that the majority of students are indifferent to the above factor, i.e. that is, they will be able to master a foreign language in their future professional activities.

Moreover, during the adaptation of the student, it was also determined that the lack of professional motivation for the foreign language being studied at the university increases the professional load on language teaching. When studying a foreign language at a non-philological faculty, the creation of positive motivation associated with the student's future career ensures an increase in the desire to learn a foreign language.

One of the most typical situations of speech and thought activity of an architect-builder is a presentation, discussion or the protection of architectural projects in a foreign language in the educational process and at international exhibitions after graduation [1, p. 26]. Presentation of an architectural project is defined as informing the audience about the construction or reconstruction of an object, searching for interested parties in supporting the development and implementation of the project. Foreign language presentation of an architectural project implies students have the relevant knowledge and skills that make up the foreign language design and technical competency, which will allow them to exchange special information with foreign colleagues, actively develop the international construction market, promote domestic projects, and compete with foreign architectural construction companies.

To select the learning content and develop an effective model for the formation among students of architectural and construction specialties it is necessary to identify the lexical and grammatical and terminological specifics of the sublanguage of architecture and construction: [2, p. 398]



1. term saturation of terminological usage in relation to commonly used in studied texts accounted 65 %;

2. the frequency of use of multicomponent terms and phrases in relation to simples ones was 23%;

3. high frequency use of one, two, three or more component abbreviations: c (ceiling), c (cold water), c (Celsius), A. T. (air temperature), b.p. (base plate), r. s. w (roof support, roof wall), A.E.S.C (American Engineering Standard Committee);

4. the high frequency usage of nouns as attributive function: wall board, lear board, layer board, ridge board, barge board; hammer beam, dragon beam, principal beam;

5. widespread use of verbs denoting architectural and construction processes: to design, to carry loads, to transfer, to resist, to compensate, to rotate, to fix, to restrain, to lean, to construct, to bear;

6. the usage of structures with participle I and II: adjoining arches, birding beam, hanging gutter, colonnaded space[3, p. 155];

CONCLUSION. Analysis of existing training material allowed the conclusion that it does not reflect the goals, content and forms of training required for the implementation of a full-fledged professional activity in modern conditions. Teaching students a foreign language is mainly limited to topics on the history of architecture, does not differ in the high practical importance of teaching all types of speech activity (reading, writing, speaking, listening) and language means, does not imply the development of presentations and skills, which significantly reduces the motivation of students who are interested in obtaining deeper knowledge of the specialty from foreign sources.

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