Importance of Learning Terminology in Being Aware of Profession

Elchayev Zohidjon Axmatovich
Department of Foreign Languages, Karshi Engineering-Economic Institute, Karshi, Uzbekistan

Abstract: In acquisition of any language, terminology is considered to be the fundamental knowledge in obtaining micro linguistic skills such reading, writing, speaking and listening. In ESP classes, vocabulary or technical terminology is main knowledge to understand the specialty in English. technical terminology gives us a full concept of profession and its branches. A learner can be aware of meaning of terminology of the field of study only by reading written contexts. This paper highlights the ways of learning terminology in two languages.

Keywords: ESP classes, technical terminology, profession-oriented contexts.

Introduction
English teaching is one of the necessary growing areas in outstanding engineers’ training education. Moreover, English teaching is also vital to identify achievements and goals through the outstanding engineers’ education and to attain students’ learning outcomes of a foreign language in accordance with both institutional and professional criteria. One of the major concerns for English teaching in outstanding engineers’ education is that in the developing countries (i.e., China) the accredited body constitutes at the national level are striving hard to set out uniform, transparent and precise accreditation models (Yanli Zang. 2011). Learning language is long, complex process to acquire micro skill in full as it requires knowing fundamental knowledge of grammar, vocabulary, and phonetics. Furthermore, learners not only should know the meaning of the terminology as they read the context but also need to be aware of phonetics rules of how to pronounce them. We made needs analysis by stating some terminology of specialty.

Importance of strategies in understanding unknown context
ESP courses are designed and planned according to the needs of learners and their skills (speaking, reading, writing, and listening). Those courses mostly focused on reading books, different materials; video, audio which tell about the subject matter in English, and which may be able to enhance prior knowledge of learners with technical profiles. As a consequence, one way of undertaking this is to evaluate the methodology component of ESP courses to understand whether they actually match course aims and meet learners’ needs (Kuhrt, B. L. & Farris, P. J. 1990). Learning strategies are the steps that learners take in order to facilitate the acquisition, storage, retrieval or use of information (Lapkin, S. & Swain, M. 1977). They are the behaviors, techniques or actions used by students to enhance their learning and progress in internalizing, storing, accessing, and using the foreign language.

Several researchers have investigated the possibility of FL transfer of reading skills but they maintain that transfer of strategies cannot be viewed without simultaneously considering language proficiency. For instance, Lapkin and Swain claimed that FL reading strategies differ at lower levels of proficiency, but as the proficiency level increases, the strategies approximate each other. Alderson found that FL reading involves both language proficiency and reading strategies.

Results from other studies (Kuhrt, B. L. & Farris, P. J. 1990) also show that the teaching of
reading strategies results in larger reading gains and better comprehension even among learners who are less proficient in the target language. A study by Kern showed that reading strategy instruction was most beneficial for those students who had lower L2 proficiency. Besides, earlier studies have examined the strategies of successful and less successful readers.

The terminology of specialty in petroleum engineering

In ESP classes, we focus on professionally-oriented context to teach and design the class, coloring it because there are some tokens and types which frequently occurs not only in one text but also does in other written contexts which tell us about the subject matter learners need to know. We study collocations which modify the word related to, and vocabulary words which are tokens and types (Kh. Abdinazarov. 2019).

Linguist Kh. Abdinazarov (2022) stated some professionally-oriented terminology (words) within two languages and English and Uzbek and compared them: Absorb, absorbability, absorbent, absorber, acid, acidic, acidizing, accumulation, baffling, bag, bail, bailer, band, belled, bicarbonate, biaxial, bacillicide, backwardation, bailing, bakersteal.

In Uzbek language: surish, suruvchan, namni tortib oluvchi modda, shimuvchi, namni tortib oluvchi, kislota, kislotali, oqimni o’zgarishi, gaz bilan tuldirilgan ballon/qop, neftni tortish, jelonka, lenta, kengaytirilgan, biokarbonat, ikki ulchovli, bakteritsid, qisqa vaqt ichida tovarga biriladigan bonus, quduqni tozalash, neft turbalarini yog’lash uchun maxsus ishqor.

Conclusion

In learning a language is not easy, a learner should follow the phonetic, grammar rules and need to know terminology of the field of study. However, terminology is very hard to understand and use it in oral and written contexts because of feeling lack comprehending technical texts which complicate interpreting the meaning of the whole context. Therefore, Learners should be aware of specific vocabulary used in the contexts.

References