



LESSONS IN PEDAGOGY WITH MODERN INFORMATION TECHNOLOGY DEVICES

Diyorova Nargiza Omonovna

Tashkent Financial Institute

Senior lecturer of the department "Uzbek and Russian Language"

ANNOTATION

An unprecedented growth of technology and development have made it necessary for contemporary society and its non-expert members to keep up and make use of it. The following article looks into the methods of teaching terminology related to IT. On the basis of theoretical analysis of the above-mentioned problem the paper provides implications for applying interactive forms of work to enhance the quality of teaching students economic terminology in English.

Key words: pedagogical one on the principle, science development, pervades the media and the Internet

INTRODUCTION

It is connected with the pedagogical one on the principle of "theory-practice" and meets the needs of practice.

In the domestic theory of pedagogy in the field of science and professional education, several methods have developed studying and systematization of terminology, which can be conditionally designated as a historical, logical, general scientific and applied.

The nature of scientific and technological progress in our time is determined by the development of computer science and electronics, an increasing number of professions are associated with the development of computer skills, confident knowledge of information technology. For our study, we chose specialists in fields where information technology is an integral part of everyday work and not a direct object of activity (as, for example, for programmers), because we are interested in the degree to which formal terms penetrate conceptual ones. a professional linguistic personality who makes up the majority of the active population (according to some data, about 48% of the active population of developed countries use IT in their work every day, and this figure is constantly growing.) As noted in the previous chapter, the terminology process is determined by two opposite trends: natural language processes. On the one hand, and the desire for systematization and streamlining on the part of the official bodies, on the other.



Technology and science development have significantly affected the way contemporary society perceives the world. From a linguistic point of view, however, the steady growth of scientific research has resulted in a continuous need for the non-expert community to understand the academic discourse predominantly in English — which pervades the media and the Internet. Students who are close to entering university as well as vocational schools constitute a group that is particularly exposed to the wealth of technical vocabulary, since they are required to manage a great part of it proficiently within a relatively short time.

Unfortunately, while general-vocabulary teaching has been a main topic of research across all levels of education, terminology (i.e. specialized-vocabulary) instruction has traditionally focused on undergraduate and postgraduate courses, with relatively scarce attention to secondary education.

Logical-linguistic method it is based on the laws of logic and terminology, which are important for the development and formation of the non-terminological system. Liu boy of science, as a philosophical training tools for the following access to a specific (special) scientific knowledge that has the right to its own characteristics and some deviations from the generalized norm.

Logic dictates the rules and principles of the definition of concepts. One of the most important rules is the rule of the inverse ratio of volume and the content of the concept — the wider the volume concepts, the smaller its content and vice versa. Practically no pedagogical research on the concept of a terminological system has been carried out. Tries to analyze the definitions of concepts from this point of view.

MATERIALS AND METHODS

There are comments that define this is true if an equality relationship is established between the defined and the defining, that the definitions they can be constructed by describing, setting the context.

Characteristics, example, comparison can be used as definitions.

More often such definitions are given to foreign language terminus for which there is no analog in the Russian terminology system. The definition must not "contain circle" must be clear and clear (free from ambiguity, the possibilities of double interpretation). But there are no specific proposals on how to fulfill all these conditions.

From the point of view of linguistics, the requirements for the term are also very strict:



concreteness, normativity, stylistic neutrality, accuracy, oneness. But it is the section of linguistics "

Terminology" that points to general problems of ordering the terminology of the humanities and socio-humanities. Among them are the following - the study of semantic fields of related sciences and common vocabulary, the problem of borrowing and translation of foreign language terms, polysemy and synonymy. However, terminology does not provide solutions to these problems.

They are the subject of research in specific scientific fields. And contemporary publications emphasize the existence of these problems, for example, in law, psychology and other humanities.

These problems are also inherent in pedagogy and vocational education.

2:13 6.2 KB / s e 32 Terminology is a general set of words and phrases, expressing specifically - professional concepts and used in various fields of science and spheres of functioning of the Russian language. The terminology is characterized by a number of features that represent their linguistic essence: 1) The main substantive function of terminology is the function of communicative service of the professional and labor needs of native speakers. 2) Terminology consists of a set of simple (one-word) and compound (terminological phrases) terms, as well as relations connecting these elements, 3) Genetically simple terms can be either common words, or borrowings, or original units formed from morphemes according to well-known word-formation models. 4) Simple (or one-word) terms differ from common words in their semantic organization. 5) Word formation of terms obeys, in general, the same laws and is regulated by the same models as word formation as a whole. The morphological properties of terms are subject to the rules of grammatical structure that are uniform for the entire language. 6) Semantic relations connecting terms are logical in nature (genus - species, part - whole, association), but individual in the sense that relations are always connected by specific terms of a specific terminology. The aforementioned signs of terminology allow us to speak of a systemic nature, that is, to consider terminology as a system of linguistic units (terminological systems). Summarizing the views of modern terminologists on the nature and essence of terminological systems, it should be recognized that the terminological system (term system) is a symbolic model of a certain theory of a special area of knowledge or activity, the elements of which are lexical units (words and phrases) of a certain language used for special purposes, and the structure as a whole is adequate to the structure of the system of concepts of this theory. A



terminological system is such a system of signs, the content and connections of which are closed within the limits of one branch of knowledge. They form one terminological field. According to the general regularity of sign systems operating in natural languages, within one semantic2:15 0.6 KB / s. Main trends in the formation of the terminology system it. The terminological area of information technology (hereinafter referred to as IT) was the result of various linguistic studies relatively recently, and the terms IT, despite their relevance, are among the studied problems of modern linguistics. There are many definitions of this term. Obviously, because of the universality of this phenomenon. RI Komarova writes about this universality the following: "There are no units more diverse and indefinite than a term, in which there are several approaches to the definition: some researchers can give it a sufficient logical definition; others are trying to describe the disclosure of the content of the term, to ascribe characteristic features to it; still others, as negative ones; the fourth are looking for conflicting terminological procedures in order to arrive at a rigorous definition of this concept; the fifth try to give at least a "working" definition". Terms exist not only in a language, but also as part of a specific terminology. Terminology is a collection of terms in a given branch of production, activity, knowledge, forming a special sector of the dictionary, most accessible for conscious regulation and ordering". Here is another definition of the term "term" proposed by K.A.Myakshin, who in the end included in it the most constructive ideas about local and foreign languages: "A term is a generally accepted word of frequency (a set of words), characterized by the unity of the sound image and the corresponding concept in the system of concepts of this area of knowledge and activity, and differs from other nominative units in its systemic character, semantic integrity, contextual independence.

REFERENCE

- [1]. Fortanet-Gomez I. CLIL in Higher Education towards a Multilingual Language Policy. Bristol, Multilingual Matters Publ., 2013. 312 p.
- [2]. Kotlyarova I.O. [Continuous Training of Technical Specialities Students for Innovation Activity]. Bulletin of the South Ural State University. Ser. Education. Pedagogy, 2012, vol. 17, no. 26, pp. 15–19. (in Russ.)
- [3]. Kotlyarova I.O. [The Development of the Social Sphere Manager Readiness to the Innovations in Energy Saving as an International Challenge]. Bulletin of the South Ural State University. Ser. Education. Pedagogy, 2013, vol. 5, no. 4, pp. 39–46. (in Russ.)
- [4]. Widdowson H.G. Aspects of Language Teaching, Oxford: OUP, 1990, 213
- [5]. Schmitt N. Vocabulary in Language Teaching, Cambridge: CUP, 2000, 224



- [6].Nattinger J. Vocabulary and Language Teaching, London: Longman, 1988, p. 62–82.
- [7].Nation I.S.P. Learning Vocabulary in Another Language, Cambridge: CUP, 2002, 477
- [8].Semenchuk Yu.A. The Herald of Minsk State Linguistic University. Series: Pedagogics, Psychology, Methodics of Teaching Foreign Languages, 2008, No. 1(13), p. 172–180.