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## PRINCIPLES OF IMPLEMENTATION OF A COMMUNICATIVE AND COGNITIVE APPROACHES IN TEACHING FOREIGN LANGUAGE TERMINOLOGY OF MINING

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**Abstract:** Teaching the terminology of mining is an important task in the formation of professionally oriented communicative competence of future mining engineers. The subject of the article is the principles underlying the implementation of the communicative-cognitive approach to teaching foreign language mining terminology.

**Keywords:** didactics, speech activity, professionally oriented approach, communicative approach, principles of teaching foreign languages, mining terminology.

### Introduction

The implementation of a communicative approach to teaching foreign language terminology for students of mining specialties is based on certain general didactic, particular methodological and linguo-methodological principles, which are the subject of this article.

Teaching the terminology of mining is one of the important tasks of forming a professionally-oriented communicative competence of future mining engineers. Terms form a component of knowledge of information content, are linguistic units that form utterances, and are included in both the receptive and productive vocabulary of a specialist.

Formal compilation of terminological lists in isolation from the implementation of professional speech communication, translation and subsequent mechanical memorization of terms from these lists is deprived of practical meaning: when reading and translating, literature in the specialty, the possibility of genuine dialogical communication is excluded, the effectiveness of joint activities of specialists is significantly limited, the necessary terminology absorbed receptively, but not productively.

The teaching of terminology in the process of implementing speech communication makes it possible to solve the problem of forming the professional

communicative competence of students of mining specialties, which consists in developing their abilities to carry out full-fledged professional communication in a foreign language.

When teaching the terminology of mining, a special native language should be taken into account, which makes it possible to understand the peculiarities of conveying the semantic content of terms by adequate linguistic means, to avoid the mechanistic and unnatural translation of phrases and broader texts that are important for understanding, contributes to the formation of an individual culture of speech not only in a foreign language, but also in native language.

The productivity of a teacher of a foreign language for special purposes depends both on his own knowledge of the necessary language material, and on the ability to use it in speech, explain this material and facilitate its assimilation by students, awareness of not only teaching practice, but the theory and history of linguodidactics, terminology, general erudition.

### DISCUSSION

Terminology is a set of terms in the form of words and phrases denoting concepts and realities of special areas of knowledge and professional activity. In this case, definitive (conceptual) terms are associated with the designation of objects of reality in connection with the act of thought, and nominative terms

(nomens) - in connection with the act of perception or representation. Questions concerning the exchange and content of definitions of the meaning of the word "term", terminology as a means of carrying out cognitive and practical activities, terminology as a component of professional communication, terminology as a part of the lexical system of the language, constitute a special subject of research, which is relevant both for the actual term of reference and for the practical teaching of native and foreign languages.

Terminology is an aspect of language competence that is included in the mandatory minimum of the content of foreign language education for students of mining specialties.

The adequate level of communicative competence of specialists is manifested in the ability to optimally carry out professional speech communication in accordance with its conditions, as well as the intentions of its participants-communicators, which implies not only knowledge of the relevant terminology, but also the presence of a practically formed ability to apply it in speech. The use of a communicative approach in teaching the language of a specialty is based on the use of real communication situations in which certain terms are used. Purposeful assimilation of the necessary foreign language professional terminology is carried out during the training of a specialty at a university, in connection with which teachers of foreign languages develop various training courses in a foreign language for professionally oriented purposes.

The units of selection and organization of linguistic material are authentic texts. The units of verbal communication are statements in the form of sentences directly correlated with the situation and focused on the participants of speech-communicators. Structural and semantic units of statements are words and phrases, including special and highly specialized terms of mining.

Training courses in a foreign language of the specialty are compact and reflect the following stages of the educational process: the

introduction of the language material-its consolidation-control. The authors of the course conduct the selection and organization of the necessary terminological minimum, and the development of methodological techniques that ensure the rapid and lasting assimilation of this minimum.

The assimilation of terminology is carried out effectively only under the condition of the simultaneous improvement of the level and sublevel of the communicative competence of the students. At the same time, the rational selection and organization of educational material, exercises, teaching aids and effective classroom and extracurricular work contribute not only to the desired formation of terminological skills, but also to the formation of the necessary skills and abilities of speech activity. Teaching terminological vocabulary is based on the following general didactic principles:

1. Educational teaching.
2. Scientific nature and connection between theory and practice.
3. Consciousness and activity.
4. Visibility.
5. Consistency and consistency.
6. Availability.
7. Strength of knowledge, skills and abilities.
8. Combinations of individual and collective learning.
9. Learning at a high level of difficulty. [6.c.189-222].

The implementation of the principle of upbringing education involves the implementation of directed pedagogical influence in order to develop students' conscientiousness, discipline, diligence, perseverance in mastering the educational material. At the same time, one of the most important tasks of a teacher is to form in students a sense of responsibility for their training in a foreign language as an



indispensable condition for the full implementation of future professional activities.

The principle of scientific character and the connection between theory and practice involves teaching foreign language terminology on the basis of dialectical laws, the achievements of linguodidactics, pedagogy, linguistics, psychology, the use of such methods of scientific knowledge as observation, experiment, pedagogical measurement.

The principle of consciousness and activity of learning is realized through the implementation of both prepared and unprepared speech activity using the necessary language means, including the necessary terminology. A teacher of a foreign language for professionally oriented purposes must purposefully create an attitude in students for mastering this language. The implementation of this attitude is based on its internal stimulus-meaning-forming motive, based on the internal need to be able to use English in professionally oriented communication.

The principle of visualization of training is to create a clear understanding of special terminological vocabulary, its purposeful semantization and use in communication exercises.

## METHODS

A significant part of the English mining terminology is made up of borrowings from ancient Greek, Latin and modern European languages, which have similar correspondences according to sources in English, as well as borrowings directly from the English language: *geology-geology* (gr. *Ge earth- ... gr. study*; *museum-museum* [gr. *musion temple of muses*], *material-material* [lat. *materials- materia-matter*], *vibration- vibration* [lat. *vibratio-vibration*], *catacombs-catacombs* [it. *underground tomb*, gr. *kata under. down. kumbē-bowl*], *bunker* [English to *bunk-disappear, run away*], *tunnel-tunnel* [English *tunnel*].

Many mining terms are derived from English words and phrases by semantic derivation. Moreover, the derivatives in the Uzbek and English languages may be different. For example, in the Uzbek language the producing word for the adjective “*tog’lik*” is the noun “*tog*” - “*tepalik*”, “*balandlik*” in English, the above terms are translated by different adjectives “*mountain*”, “*rock*”, “*mining*”, which can be judged from examples: *mountain pass, mountain sickness, mountain bike, rock crystal, rock bump, rock drill, mining engineering, mining machinery, mining science*.

The principle of systematicity and consistency is manifested in the fact that the process of mastering a foreign language speech goes through various stages systematically and in a certain sequence: mastering linguistic material, mastering speech actions and speech activity.

Linguistic material is implemented on the basis of professionally relevant topics in an interconnected presentation in a certain sequence, for example: *blasting work, the role of blasting in mining methods, explosives, properties of explosive materials, classification of explosive materials* [7];

*Underground buildings, underground cities, underground power stations, The Underground, traditional building materials, modern building materials* [8] ...

The principle of the availability of educational material is ensured by the dosage of its volume, including the number of terms to be learned through the use both in prepared and in spontaneous speech (approximately 20 units of special terminological vocabulary for one training lesson lasting 2 academic hours.

The principle of the strength of knowledge, skills and abilities is a prerequisite for the implementation of listening and speaking. This principle is implemented not only through the implementation of a certain number of conscious repetitions, determined on average up to 6-7 times, but also by creating an

emotional background that contributes to an increase in cognitive activity, involving students in active speech activity.

The principle of combining individual and collective training is implemented in the optimal combination of frontal, group, (in pairs, in threes, in fours) and individual forms of work.

The frontal form provides the creation of a positive emotional background, the group form allows you to choose the optimal methods of working with students, and the individual form is necessary when working on the correct pronunciation of terms.

The principle of teaching at a high level of difficulty is realized in the repeated repetition of teaching methods and educational actions in order to develop the potential abilities of students, develop attention, memory, thinking, volitional qualities, and generate interest in learning a foreign language for professionally oriented purposes.

Memorization and retention of terms in memory is achieved both through their organized assimilation based on conscious repetition in various exercises, and involuntarily through direct communication, which, in essence, is also an exercise in practical language proficiency.

Memorization, preservation and reproduction of special terms is carried out with the participation of auditory, visual and speech-motor communication channels. At the same time, students' voluntary attention is supported by interest in the subject, and interest is in the inverse relation to repetition, the more interesting information is, the less repetition is required to capture it.

Involuntary memorization of terminological vocabulary does not require volitional efforts, while voluntary memorization requires these efforts. The success of involuntary memorization is directly influenced by the motives for the implementation of which the action is directed (for example, interest in the educational

specialty). In this regard, those students who are afraid of getting a low grade due to possible errors, memorize information worse than those students for whom the completion of tasks is associated with the motive of successful mastering of English for voluntary-oriented goals. If the effectiveness of voluntary memorization of terms is associated with the degree of students' activity in the memorization process, then the involvement of students in active speech activity contributes to the involuntary memorization of terms. [2, c.159]; [14, c. 235]; [9, c.60-68]; [12, c.571]; [16, p. 25-47].

The implementation of the communicative-cognitive approach to teaching the terminological vocabulary of students of mining specialties is based on the following linguo-methodological principles: a) the principle of communicativeness; b) the principle of accounting for the native language; c) the principle of the dominant role of exercise in all aspects of language learning; e) the principle of differentiation and integration of linguistic aspects and types of speech activity [5, p.34-37]; [15, p. 110]; [3]; [17].

The principle of communicativeness provides directed teaching of terminological vocabulary in the context of speech activity in order to implement professionally oriented communication in a foreign language. This principle is implemented through the use of a system of communication exercises, the use of technical means, the explanation of tasks in English, the creation of imitation of the language environment in the classroom. The training course of a foreign language of a specialty should be not only professionally oriented, but also communicatively oriented [11, p.100].

The process of professionally oriented communication is provided in the classroom through the implementation of communication exercises mediated by language material, including the necessary terminology. The basic component of a communicative exercise is, in addition to a communicative task and control of

performance, a communicative task [4, p. 169-170]. A communicative task takes a practical form of discussion, role play, role play, business game, imaginary situation, project and directs the attention and efforts of students to the implementation of joint speech activities [1, p. 155]. At the same time, at the level of minimal control of speech activity, the choice and use of language means, the line of speech behavior is carried out by students. The assessment of the oral answers of students is carried out by the teacher according to the appropriate scales, and the assessment of the teacher's work is carried out by specialist observers who draw up the corresponding protocol.

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In addition, the implementation of the communicative-cognitive approach to teaching terminological vocabulary is based on certain particular methodological principles [10, p.97-99]: 1) the principle of the developmental nature of teaching, based on taking into account existing knowledge; 2) the principle of the activity-based nature of learning, based on the assessment of both external speech activity and internal speech-thinking activity and the cost of obtaining the necessary information; 3) the principle of autonomy, associated with the fact that decision-making in the process of learning a language is carried out by students independently (What knowledge of the language are new? How are they related to existing knowledge? What information is relevant and what is not?); 4) the principle of balance of linguistic and subject knowledge and cognitive abilities, on the one hand, and their level of proficiency in a foreign language, on the other; 5) the principle of transferring communication strategies from the native language in order to clothe information in words associated with the active use of certain knowledge in the educational process, without which the implementation of linguistic communication is impossible; 6) the principle of positive sociality, associated with the creation of positive emotions among students by the teacher on the basis of the rational use of

study time necessary for the successful process of obtaining correct answers, encouraging the successful work of students, taking into account the interests and motivating the success of students; 7) the principle of balance between conscious study of a foreign language and unconscious mastery of it, which manifests itself in the fact that in the process of solving problematic, not necessarily language problems, students, nevertheless, are faced with the need to use a foreign language for this, while memorizing certain linguistic units; 8) the principle of internal consistency, which is that students must independently create an internal system of the learning process, since the corresponding external system, however, is not a guarantee of learning.

## **CONCLUSION**

The principle of taking into account the native language determines the implementation of comparisons of special terms in the Uzbek and English languages in the process of explaining these terms, their semantization, control of understanding and assimilation of the necessary terminology. The native language of students serves as the source language in exercises for the reverse translation of professionally oriented statements, with the help of which it is possible to fairly objectively determine the degree of students' language training.

The principle of the dominant role of exercises in all aspects of language learning determines the multiple repetitions of special terms in prepared speech, their voluntary memorization, strength and the formation of skills in using the necessary terminology in professionally oriented speech.

The principle of differentiation and integration of linguistic aspects and types of speech activity reflects the need to perform combined work on mastering the terminology of the specialty. So, for example, work on mastering the meaning of special terms is integrated with teaching their pronunciation and listening comprehension, work on reading



professionally oriented texts is integrated with listening, speaking and translating them.

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