TEACHING TERMINOLOGICAL WORDS IN THE LANGUAGE FOR SPECIAL PURPOSES

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Annotation

The article considers some ways of teaching terminological units to the students of non-philological universities on the example of terminological phrases of the scientific and technical field "Construction" in the special vocabulary of English language.

Keywords: Language for special purposes (LSP), English for special purposes (ESP), semantic phenomena, term combination, special word combination.

Language for specific purposes (LSP) is an area of applied linguistics that focuses on the analysis and teaching of language in order to meet specific language needs of non-native speakers of the language. The term "language for special purposes" is used to designate a functional variety of language in a special area of communication, including terminology.

LSP is a widely applied approach to second or foreign language teaching and training that addresses immediate and very specific needs of learners who need that language as a tool in their education, training or job. Needs analysis is the underlying "driver" for the development of LSP programs [Hutchinson & Waters 1987]. For example, English native speaking nurses who work in hospitals with a high percentage patient whose native language is Spanish might have to study Spanish for the very specific purpose of communication between nurses and patients. Students are encouraged to take active roles in their own learning and question what they have been taught. This is likened to negotiated syllabus about which Hyland (2009)[2] writes, "A negotiated syllabus means that the content of a particular course is a matter of discussion between teacher and students, according to the wishes and needs of the learners in conjunction with the expertise, judgement, and advice of the teacher" (p. 208).

"Language for specific purposes" has also been used to refer to a branch of applied linguistics which deals with a variety of language used by members of a particular subject field, concentrating on its genres, stylistic features and technical lexis. This research is relevant for such problem-based areas as language education, translation and the design of specialized dictionaries. Some in the training area consider such research on Professional Communications as LSP-related research when it is paired with or applied directly to an LSP training program.

Content-based language instruction (CBI) is also sometimes confused with ESP. CBI is considered an empowering approach which encourages learners to learn a language by using it as a real

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means of communication from the very first day in class (hence it is also called content-based language teaching; CBLT). At the post-secondary level, it is frequently used to motivate groups of learners who may be interested in the same professional field, providing meaningful communication opportunities. However, as in their regular studies they are usually not studying through a foreign/second language (except for sheltered courses), they do not need English as a tool in their immediate studies. "Content-based instruction (CBI) is the integration of selected content with language teaching aims" [Brinton, D. M., Snow, M. A., & Wesche, M. B., 1989]. Thus, when trying to identify which approach being taken, the question is: "Is it English for Specific Purposes or English through specific content themes or content areas?"

It's known, that terminology of any branch of knowledge is a system consisting of subsystems and microsystems that include terminological fields and terminological nests. The terminological field combines units on the basis of their semantic relationships, i.e. by the presence of common components in terms of content.

The characteristic features of a particular term field are expressed in an invariant semantic feature, which is present in the structure of the meaning of all terms serving this term field. The concept of "terminological nest" is also associated with the conceptual system of the corresponding system of knowledge. But, unlike field associations, units are united in a thematic nest, connected not only in terms of content, but also in terms of expression. In a dynamically developing terminology, such as the terminology "Construction", the process of forming a system of concepts is not yet complete, since the process of creating and describing various processes and phenomena occurring in the industry is not finished. This terminology is a collection of terminological fields that are united around terms that denote the basic concepts of a given branch of knowledge. Such concepts for this terminology are: structure, engineering, industry, architecture, urbanization, landscape. These concepts form terminological fields around them, which allows us to consider them as the main generic term-forming units. Further refinement of the special concept leads to the appearance of terminological phrases with a more complex structure: construction industry, civil and heavy engineering, urban planning, rural housing planning, landscape architecture, regulations, norms and standards in construction.

It is important to point out that the terminology establishes semantic links between lexical units based on the subject links of the designated objects. Lexico-semantic processes - polysemy, homonymy, synonymy, antonymy - do not affect the characteristic lexical-semantic features of terminology. They proceed within those limits that do not violate the semantic definition of the term, which will be demonstrated below.

The main reasons for the appearance of polysemous terms are: the absence in the language of such a number of words and word-formation means that each concept is designated by a new

term; traditions of the term's functioning, its semantic and word-formation connections, the differentiation of scientific concepts and the loosening of the meaning of an originally unambiguous term in the process of using the term and subsequent conjecture of the concept. There is a special kind of polysemy of terms - categorical polysemy, when the content of a concept consists of features that belong simultaneously to several categories.

The phenomenon of homonymy in relation to terminology can be characterized only as an intersystem phenomenon: either these are terms of different terminological systems, or these are terms of the lexical-semantic way of education, which have become homonyms in relation to the words of the general literary language that gave rise to them [Danilenko V.P. 1977, 72]. This can be demonstrated with examples of homographs: flat, plane, beam, channel, light, lead; homophones: site-sight,

The definition of synonymy in terminology is somewhat different from the concept of synonymy in linguistics. In terminology, synonyms refer to the same concept and object, they do not characterize its different properties. Therefore, some researchers call this phenomenon terminological doublets. Terminological doublets are words or phrases that are united by a special terminological correlation with the same scientific concept and object of reality. The reasons for the appearance of doublets in terminology are most often different sources of the formation of terms. This phenomenon is especially characteristic of the initial stages of the formation of terminological systems, when a natural or artificial selection of the best term has not yet occurred, therefore synonyms and doublets easily arise as a search for a more rational designation, as a result of a new naming without looking at already existing units: next to-adjacent to, back-rear, build-erect, concrete column base- concrete structural elements, resist-support, partitions (one word)-space dividers (two words), column-stanchion (steel).

The phenomenon of synonymy and the issue of variance of terms in modern terminology are considered in close relationship. K. Ya. Averbukh considers the concepts of "variance" and "synonymy" as a different phenomenon. Synonyms - different names for the same reality, one denotation (subject), and the variants of the term are different units of the nomination, expressing the same concept (significate) [Averbukh K.Ya. 2005, 138].

The next semantic phenomenon inherent in terminology is antonymy, based on the opposition of objects or their attributes. It is interesting to note that, according to a number of scholars, antonymy is inherent in terminological vocabulary even more than general literary vocabulary [Danilenko V.P. 1977, 79]. In terminological vocabulary, two types of antonymy are implemented - lexical and derivational. An example of the lexical type of antonymy is the following pairs: solid wall-hollow wall, flat surface-curved surface, flexible-rigid, light-weight concrete-heavy dense concrete, transparent-opaque, fine-coarse, stainless steel-mild steel, natural light-artificial light, internal surface-external surface, good conductor of heat-poor

conductor of heat, inwards-outwards. The derivational type of antonymy is expressed by conventional linguistic means, for example, through the use of prefixes: non-corrosion resistant-corrosion resistant, non-combustible-combustible, uneven surface-even surface, impermeable-permeable, impervious-pervious.

Based on the foregoing, we can conclude that the semantic phenomena inherent in units of general vocabulary are also characteristic of terms, but when unifying the terminology, it is necessary to strive for the unambiguity of the term in this area of use, for the choice of one of several synonymous terms that best meets the terminological requirements.

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