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RESEARCH ARTICLE

TRAINING OF PROFESSIONAL LEXICS IN THE LINGUODIDACTIC ASPECT.

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Abstract

The article deals with the semantics of the terms of law in the linguodidactic aspect. One of the tasks of teaching English in non-linguistic universities is the formation of professional communication skills, which is impossible without the study of terminological vocabulary, sublanguage of the specialty.

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Materials and methods:-

In the current conditions of expanding international economic ties, there is a need to train highly qualified specialists with a level of foreign language skills that allows direct communication with foreign partners in professional activities. In the context of teaching English to students of non-linguistic specialties of professional educational institutions, the actual task is to master their knowledge of the terms of the specialty and to acquire skills and abilities to use highly specialized vocabulary for performing vocational training. In modern methods, the problem of teaching professionally oriented vocabulary is covered quite widely. However, the issues of forming professionally oriented lexical competence among law students are not fully resolved. In this regard, the teaching environment clearly enough needs to further improve the methodology for the formation of professionally-oriented lexical competence among students of legal specialties.

The main problem is that students are offered a short period of time to master a large number of special vocabulary, to work through a lot of texts, to learn how to apply grammatical rules in professional vocabulary, and even to understand the basics of legal systems, since without background knowledge, is impossible.

Different approaches to teaching a foreign language impose new demands on the teacher, who needs to be able to act in accordance with his own conscious choice of possible methodological systems. He also needs to know what is meant by "mastery of the language" and in what conditions is the mastery of the language.

Results and Discussion:-

Linguodidactics, considers language not only as an object, but also as a means of teaching, i.e. she is engaged in the linguistic description of the language for educational purposes.

One of the main elements of linguodidactics as a methodological discipline is the description of its logical structure, which has a basis; basic concepts; idea; laws; theory.

The basic concepts of linguodidactics as an applied scientific discipline are, first of all, the objectivity and instrumentality of language and speech.

Linguodidactics considers language not only as an object, but also as a means of teaching, i.e. she is engaged in the linguistic description of the language for educational purposes. In the same aspect, she considers the "macro- and micro-languages" of the textbook and teaching aid.

One of the goals of the educational description of terminological vocabulary is its semantization, i.e. providing the trainee with such information about the term, with the use of which he could properly and freely use it in the sphere of professional communication. It should be noted that limiting the semantic characteristics of the term within the framework of a scientific definition, it is impossible to implement the communicative principle of studying the sublanguage of a specialty.

The problems of terminology, both connected with its study, and the possibilities of its purposeful regulation, are of constant interest among specialists of various branches of knowledge and spheres of activity. In our opinion, the least developed in modern terminology today are methods and methods of teaching terminology.

It is common knowledge that terms are always components of a certain terminological system that expresses a system of concepts of one or another field of knowledge. The term is always defined through the term of the given subject domain closest to it in the structurally-conceptual relation. Currently, various models of terminology systematization, clearly demonstrating the nature of hierarchical relationships used in the teaching of terminology.

The problem of linguistic interpretation of the terminological system of the special sublanguage is inextricably linked with the ontological and epistemological characteristics of the term as a special linguistic unit, i.e., with the theoretical problem of determining the status of a terminological word.

The study of the semantics of the term in the linguodidactic aspect is the most optimal in the terminology. Since, terminological vocabulary in the composition of a special text is the carrier of basic information. The term is a word in the function of naming a special concept, included in a system of lexical units, the meaning of which is interrelated and reflects the system of concepts.

In linguistic studies, by now, the main linguistic features and, accordingly, the requirements for the term, which include: uniqueness, accuracy, brevity. The semantics of the term becomes more transparent. This makes it possible to reflect a greater number of features of the concept, which requires less precision of the definition. The structure of the term is influenced by the need to provide a complete expression of the concept and to be convenient for communication. It is obvious that the optimal variant from this point of view is a term-complex word that combines a fairly complete expression of the concept with a whole design, convenient in a communicative act. The terms, unlike the words of common vocabulary, usually have a more complex structure.

One of the sources of replenishment of all microsystems of legal terminology is the vocabulary of general literary language. The word, becoming a term, is semantized not by a lexical meaning, but by a definition (i.e., a concept definition) that includes the necessary and sufficient signs of a special concept. In this case, the word clears the polysemy and expressive nuances of meaning, although the semantic links of the term to the common word often remain.

There is an opinion that the use of common words in the law is possible only in the sense that it has in the literary language. There is an opinion that the use of common words in the law is possible only in the sense that it has in the literary language. A common word, included in the terminology system, invariably changes the scope of its meaning, obtaining a definition and thus entering into classification relations with other terms, for example: a witness; cp: (in the common practice, meaning) 1. witness the silent witness; 2. (juridical term) witness the prosecution witness - to witness for the prosecution (defense) to call a jurist as a witness. Subpoena, as a witness. This is expressed in the destruction of synonymous links of the word: witness as a term cannot be replaced by the word eyewitness.

The terminology of law is characterized by the uncertainty of meaning, due to several reasons: empiricism and openness of legal concepts; absence or uncertainty of the genus-species relations; genetic connection and active interaction with common vocabulary; borrowing from other sciences.

When studying a special text should take into account the multidimensionality of its semantics: the described fact, modality, social conditions of communication, information.

The content represented by the social text can be expressed on three levels: syntactic, lexical-grammatical and pragmatic. At the pragmatic level, presuppositions are identified that determine the communicative nature of the text.

In recent years, within the framework of the general theory of activity, the point of view has become widespread, according to which semantics is part of pragmatics.

The most clearly pragmatic aspect is manifested in the field of terminology, which through terms expresses and systematizes the concepts of a specific special branch, regulating the purposeful activity of a person in this sphere and organically including in the process of special communication.

Three aspects of the semantics of the text correspond to three levels of its perception. These correspondences are manifested when determining the purpose of reading the text. When memorizing the text and assimilating its content, the perception of the syntactic and lexical-grammatical levels is sufficient. The curriculum of texts on the specialty should include an analysis of its content at a pragmatic level.

Conclusion:-

The study of legal texts in a pragmatic aspect shows that they differ in: the functional sphere (legislation, litigation); addressee (lawyers, non-jurists).

The most difficult to study are the legal texts of the forensic process in oral form, i.e. texts of interrogations, accusatory and defensive speeches. Language representation of legal texts is subject to its pragmatic content. Since, the vocabulary of legal journalism is emotional, devoid of formalization peculiar to legislative acts.

Thus, the main function of terms is to as accurately express special concepts and thereby promote communication in various fields of knowledge and human activity. Hence, a pragmatic (or targeted) term of the term is to ensure the effectiveness of communication in special spheres, reflecting the results of the experience and practical activity of people.

Educational representation of terminological vocabulary should be carried out taking into account the general and specific properties of terminology, belonging to the sublanguage of any specialty. In particular, the above methodology for analyzing the lexical composition of a terminology system can be used in systemic organization in the form of lexical-thematic groups, in the preparation of lexical minima, the selection of lexical materials for an educational terminological dictionary or thesaurus dictionary, and so on.

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