

USING MODERN PEDAGOGICAL TECHNOLOGIES IN TEACHING PROFESSIONAL TERMINOLOGY

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Key words: *System-forming factors, potential qualities, professional socialization, comprehensive development, professional community, polysemantic, knowledge acquisition, ESP learners*

Annotation: *In this article you can easily find out the basic problems in methodological sphere. The opportunities for the formation of systematic representations, system skills and other relevant thinking ways. The role of institutions and academic centers is significant. The findings in Linguistics, Pedagogy, Psychology and other branches of science.*

The problem of creating modern system methods that serve the formation of the student's professional competencies seems to be very relevant. Issues of a professional competence systematic representation, its system structure and organization, as well as a systematic approach to its formation remain insufficiently. At the same time, the opportunities for the formation of systematic representations, system skills and other relevant thinking ways in subjects are significantly increased. This is also aimed at various activities' types and activities used in the study, the mastering of which is an indispensable condition for the successful tasks set solving for vocational training, professional socialization and the all-round personality development of the future specialist. According to A.I.Subetto, competence is a competences set, updated in certain activities types. At the same time, competence is considered by the last as a potential properties set or as a sub-quality in the university graduate potential qualities system. System-forming factors for the professional competence formation are the goals and final results of vocational training, professional socialization and the professionally significant personal qualities comprehensive development (realized by students). In this case, the professional individual socialization provides for the individual's entry into the social environment process, his integration into the professional community and, through this, to society as a whole. Hundreds of thousands of words belong to special scientific, professional or trade terminological systems and are not used or even understood by people outside the particular speciality. Every field of modern activity has its specialized vocabulary, and similarly special terminologies for psychology, music, management, finance, economics, jurisprudence, linguistics and many others.

Term, as traditionally understood, is a word or a word-group which is specifically employed by a particular branch of science, technology, trade or the arts to convey a concept peculiar to his particular activity. So, *share, bank, balance*

sheet are finance terms; *court, lawyer, civil law* are legal terms; and *top manager, creative team, motivation* are used in management. There are several controversial problems in the field of terminology.

Indeed, the use of terminology is not limited to specialists and the terminology knowledge is not only needed by terminologists, translators and linguists. However, the type of knowledge we need depends on our professional activities and the motivations for learning. In this process, the role of institutions and academic centers is significant. Their competency in offering diverse materials aiming at distinct groups of learners with different backgrounds is one of the most important characteristics that we should take into account.

Researchers in methods of teaching ESP relate their studies to the findings in Linguistics, Pedagogy, Psychology and other branches of science to understand the nature of foreign words, learn psychological prerequisites of teaching/ learning process and thus apply the most progressive results of such studies in practice. Being preoccupied with the task of finding an effective method of teaching students sport terms, an idea and interactive teaching can be a proper mechanism for students' vocabulary development has been put forward. Using modern multimedia also helps to provide interactive cooperation, constant communication of students and allows the teachers to lead students' work aimed at mastering a foreign language.

Besides, interacting with foreign speaking partners through multimedia, students acquire the experience in cross-cultural competence, which is essential in the modern globalized economy. Nobody can object that vocabulary is of major importance for ESP learners, because knowledge of it and the ability to process certain vocabulary storage allow them to retrieve and properly comprehend information from professional texts after reading and/or listening, to express their thoughts both in oral and written forms when interacting and communicating with specialists.

Pedagogical implications for teaching students sportive terminology through utilizing interactive forms of work have been presented. The findings suggest that interactive performance in class will enhance the process of presenting, understanding meaning, memorizing and proper using sportive terms in oral in written communication.

Consequently, the research contributes to the study of forming linguistic competence with the students of sport specialties and elicits further research of scholars in the field of teaching terminology. Teaching English as a second language (ESL) in a broad context and teaching students professional terminology in the course of English for Specific Purposes (ESP) in particular has always been a subject of interest for researchers.

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