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STUDY OF LINGUISTIC AND PROFESSIONAL TERMINOLOGY IN THE PROCESS OF LEARNING ENGLISH BY STUDENTS OF AGROBIOLOGICAL SPECIALTIES

Abstract

The article considers and analyzes the methods of teaching professional English in higher non-language educational institutions and the peculiarities of mastering the professional foreign language terminology system by students of agrobiological specialties. The basic concepts, methods of selection of foreign language professional material from authentic sources are defined and substantiated. The expediency of using practical exercises aimed at studying and accumulating professionally-oriented English vocabulary is proved and confirmed by examples.

Key words: *professional terminology, English language in professional direction, authentic texts, communicative aspect of studying professional foreign language, foreign language, higher education, non-language specialties, foreign language communication, intensive course, professional communication, creative professional work, self-education, language education.*

The article considers and analyzes the methods of teaching professional English in a higher non-language institution and the peculiarities of mastering a special foreign terminology system by students of agrobiological specialties. The key concepts, methods of selection of foreign professionally-oriented material from authentic sources are defined and substantiated. The expediency of using practical exercises aimed at studying and accumulating professionally-oriented English-language vocabulary has been proved and confirmed by examples.

The article deals with the methodology of professional English teaching in higher non-linguistic educational institutions and analyzes the features of mastering of professional terminology of a foreign language by the students of agrobiological specialties. Basic concepts and methodology of foreign professional texts choosing from authentic sources are identified and justified. It is proved the advisability of practical exercises aimed at professionally oriented English lexics studying and accumulating.

Statement of the problem in general and its connection with important scientific or practical tasks. Given the intensification of foreign language learning and at the present stage of development of Ukrainian education in general, much attention is paid to the level and quality has become a mandatory component of professional competence [4]. Under the influence of the scientific and technological revolution, new terms and

concepts appear in various fields of science and they need quality and adequate translation. That is why in the process of learning English in a professional direction before the student is the task of mastering and mastering both general technical terms and concepts, and highly specialized vocabulary. And for the teacher, the search for effective methods of memorization and practical mastery of terminology becomes relevant.

Analysis of recent research and publications. Researches of problems of terminology are devoted to scientific works of DS Lotte, T.L. Kandelaki, Vinokur, K.Ya. Averbukh, VI Karaban and others [3].

Also, studies of methodological principles of studying terminology were engaged in such scientists as: T.I. Panko, Z. Kunch, Yu. , T.O. Pakhomova, OV Stol-yarska, O. Balovneva [3].

Aspects of teaching professional language and the specifics of studying professional vocabulary, the use of effective new techniques in working with terminology were investigated by IM Berman, K.F. Cusco, SK Folomkina, Yu.O. Semenchuk, U.Yu. Zhyryk and others.

Highlighting previously unresolved issues. Despite the sufficient number of researches and scientific works on the peculiarities of studying and teaching economic, legal, medical, artistic and other terminological systems, the problems of methods of teaching professional English for agrobiological specialties in higher educational institutions still remain unsolved. Thus, the

purpose of this article is to study the features and ways of studying the professional English terminology by students of agrobiological specialties.

Presenting main material. T. Hobbes at one time put forward a fairly fair and appropriate requirement for the writing of scientific research that each of them should, above all, begin with the definition. So, let's try to determine what is meant by a professional term. A large explanatory dictionary of the Ukrainian language offers the following interpretation of this concept: a term is a word or phrase that means a clearly defined special concept of any field of science, technology, art, social life, etc. [1]. But a feature of the discipline "English for Professional Purposes" is that within the curriculum and in accordance with the amount of allocated hours students must learn a certain amount. The study of terminological vocabulary will be successful and more effective under the conditions of careful selection of foreign language professional material from authentic sources. KF Kusko writes the following: "The text by profession - is primarily a means of formation and development of professional, more precisely language skills" [5, 13]. Researchers claim that a foreign language professional text educates students in the culture of terminological communication, as well as forms communicative competence. This technique allows students to enrich their vocabulary, which, accordingly, contributes to the development of speaking skills on professional topics. S.K. Folomkina believes that the text acts "as the main communicative unit used by man in speech activity" [8, 77]. Researchers believe that with the use of professional texts, students have the opportunity to work out a definition of each term. But the texts should be selected taking into account all the features: novelty, information presented in the text, its quality, accessibility in content and complexity, the terminological load of the text. An example of such a text for first-year students of agrobiological specialties will be the following (excerpt from the text):

The word "ager" is a Latin word. It means a field. The word "agriculture" means the cultivation of fields and growing crops. But this is the old meaning of this word. Now it also means the use of land for breeding animals. At present there are two main branches of agriculture. They are crop growing and animal breeding.

Agriculture is the art and science of cultivating the soil, growing crops and raising livestock. It includes the preparation of plant and animal products for people to use and their distribution to markets. Agriculture provides most of the world's food and fabrics. Cotton, wool, and leather are all agricultural products. Agriculture also provides wood for construction and paper products.

Such texts are a source for expanding the professional vocabulary in terms of reading, translation and discussion. In order to master and consolidate vocabulary, it is proposed to perform various types of exercises, for example:

Find the equivalents of words and phrases in the text

Human activity, cultivation of agricultural crops, cultivation of land, branches of agriculture, highly de-

veloped branch of agriculture, to grow high yields, arable land, good enough soil, agriculture, animal husbandry.

After studying the vocabulary, it is important to passively master the terminology to introduce it into the active by using words in different situations of speech and listening, ie to activate productive and purposeful speech activity of students. An example of practical exercises aimed at activating the communicative aspect of learning a foreign professional language will be the following:

Complete the translation of the sentences:

1. Aeration is provided by (plowing).
2. The crop residue and untreated upper soil layer reduce.
3. No-tillage method makes possible double-cropping due to (early sowing).
4. The farmer must be careful in applying the proper amount of herbicides for (weed control).

Most a common exercise for activating foreign language professional terminology units in the communication process is the following:

Answer the questions:

1. What easy and economical method of planting do you know?
2. When did the idea of planting row crops without plowing appear?
3. What is tilled area when no-tillage method is used?
4. What herbicides are used?
5. What quality of water is needed while spraying the sod?

The study and accumulation of professionally-oriented foreign language terminology should be systematic and consistent, so the course should be oriented so that the acquisition of English professional terms occurs in the process of working on the text. And during such work there is a need to maintain industry dictionaries with translation or interpretation of each of the terms. Many scholars believe that this technique facilitates the process of systematization and assimilation of foreign words. This method is well known to everyone from school, but its difficulty is that such a method of memorizing English words as maintaining dictionaries is suitable only for hard-working and organized students. The modern student of agrobiological specialties often perceives the process of learning English as optional and unnecessary. Therefore, maintaining dictionaries is an inefficient method. It is considered more effective to perform exercises based on the method of semanticization of terminological vocabulary, for example:

Define in English the following terms:

Planting corn, unprepared soil, narrow seed furrow, contact herbicide, residual herbicide, a high tolerance, the corn growing season, while spraying the sod, heavy vegetative cover, heavy or poorly drained soils, untreated upper soil layer, reduce moisture loss.

Methods of semanticization are also considered:

- 1) Exercises for the selection of synonyms. Example:

Group these words into synonyms:

agriculture, grassland, husbandry, soil, dairy, farming, land, pasture, livestock production, to breed, milky, to harvest, to yield, grain, feed, cereal, fodder, to grow;

- 2) Exercises for the selection of antonyms;
- 3) Exercises to decipher abbreviations and acronyms;
- 4) Exercises for composing or translating terminological phrases, where one of the elements is unknown, for example:

Specify which words on the right can be combined with words on the left:

triticale wheat, rye, triticale, oats; varieties forage, feed grain, pasture crop; cereals winter and spring types; land mineral, organic; fertilizer mixed, small, chicken, fruit, grain, horticultural; soil sandy, well-drained, dark (light) colored; farm hilly, rich, arable, flat, plowed.

Pre- or post-text tasks should be designed in such a way as to stimulate active communication between students, the use of complex grammatical constructions and foreign language terminological units in accordance with the subject of the text. Thus, practical tasks should encourage and cause the need to re-read the text (exercises such as "Answer the question", "Which of the statements is wrong"), active speaking (exercises for composing monologues, dialogues) and intrigue, interest and create the conditions for interactive interaction of students (discussions, problematic issues, debates, etc.). Performing such exercises, the individual has the opportunity to focus on the main information in the text, think critically and, accordingly, to form their own assessment and vision of what is read. This will facilitate both involuntary and voluntary memorization of active foreign language vocabulary.

Thus, the professional training of a specialist should not only provide a certain level of knowledge, skills and abilities, but also form a readiness for self-development and self-education, this can help not only the university, but also a foreign language course. Modernization of education covers all educational areas, including such an area as "foreign language", the approach to learning in which a vocational school requires revision.

Analysis of current research. The analysis of the scientific literature testifies to the constant interest of teachers, methodologists, linguists in the problem of methods of conducting foreign language classes for professional communication. There are many areas of professional foreign language: foreign language for economists (O. Kapustina, T. Perovich, N. Sinitsyna, B. Ternova, L. Ushakova, L. Chebotaryova, O. Shevchenko, etc.), managers (T. Andryukhina, N. Zinkevych, O. Ivanova, N. Mukan, etc.), lawyers (I. Batina, I. Gorsheneva, A. Zelikman, J. Khomenko, etc.), physical-mathematical and technical specialties (K. Blyznychenko, V. Bogashev, I. Golovin, O. Grechin, V. Dorozhkin, M. Krasinskaya, I. Lepeshova, E. Mironova, A. Potalueva, N. Pruss, E. Khomutova, etc.), etc. Despite the large number of scientific papers devoted to the above-mentioned problem, in our opinion, a number of issues still need more detail.

Thus, the purpose of the article is to determine the relevance of foreign language learning by students of non-language specialties in higher education.

Research methods. The following research methods were used to solve certain tasks: theoretical - descriptive, statistical to determine the features of learning a foreign language by students of non-language specialties; structural-functional and logical-system to reflect the basic theoretical principles of teaching foreign language communication.

Presenting main material. The approach to teaching foreign languages is a basic category of methods of teaching foreign languages, which implements the leading, dominant idea of teaching in practice in the form of a strategy and with the help of a particular method of teaching; in a broad sense, the approach acts as a general methodological basis for teaching and as a methodological basis for developing methods of teaching foreign languages.

According to V. Kyrkylytsia, the purpose of mastering a foreign language by students of non-language specialties should be interpreted from the standpoint of the special place occupied by this discipline in non-language specialties, because without its knowledge in modern conditions can not do any specialist in any field. A foreign language serves as a bridge between the cultures of different peoples and makes possible the exchange of spiritual values. Moreover, without a foreign language, economic, political and cultural relations between countries are impossible * 1 +.

Learning foreign languages is an activity, because language communication is carried out through language activities, which, in turn, serves to solve the problems of productive human activity in terms of "social interaction" of people. In the classes, students who are participants in communication, try to solve real and imaginary problems of joint activities with the help of a foreign language. The activity essence of learning foreign languages at this stage of learning is realized through "activity" tasks, techniques and exercises.

Situational orientation of education, according to N. Konik, opens wider opportunities for optimizing the learning process and achieving the main goal - to teach students to read original literature on the specialty and express their own opinions on professional issues. This will allow future professionals to communicate in a foreign language and give more opportunities to improve their professional level.

In real life, learning a foreign language involves communication and the ability to spontaneous, including professional, communication. In order to create a speech situation, it is necessary to create appropriate conditions. This type of work is possible only at the stage of fixing the material. When studying texts on domestic and local lore topics, the possibilities of using speech situations are great. It is also possible to ask and create numerous speech situations on the topic of student life, as all these topics are familiar to students. Another thing is the future profession [2].

If a foreign language is studied in the first – second years of non-language universities, we cannot talk about the professional awareness of students, because

special disciplines are studied in senior courses. Speech ability in the native language has four levels: 1) information;

2) syntactic; 3) lexical; 4) sound. This is the process of natural development of speech. When learning a foreign language, a person internally tries to follow the natural way of learning a language. In our case, the first level drops out. Therefore, according to N. Konik, it is desirable to teach a foreign language for professional communication in III-IV courses, because senior students are ready to perceive professionally oriented texts and speech situations.

Students are offered situations and tasks to encourage them to use the accumulated lexical and grammatical material on a particular topic. Since a foreign language is a means of exchanging information, thematic texts, dialogues, TV programs on topical issues, films, both educational and feature and documentary, information contained on the Internet must contain and contain information through which the complex purpose of learning foreign language at this stage of learning.

The effectiveness of foreign language teaching of students of non-language specialties is achieved through the use of various forms and methods of problem-based learning, the introduction of a systematic organization of individual-differentiated communication, which simultaneously provides variations in content and dosage of complexity of educational tasks. Particular importance is attached to the formation of lexical skills, as the priority is the formation and expansion of vocabulary of business and conversational orientation. Much attention is paid to work with terminology, because without knowledge of the terms of communication in a foreign language and the solution of any professional and domestic issues will be simply impossible.

The complex goals of teaching a foreign language as a means of communication for students of non-language specialties contribute to the learning of communication itself: formal-business, professional-oriented, informal-business, everyday.

In recent years, the production sphere of communication has become much more complicated. Widespread and developed economic, managerial, commercial, legal areas of professional activity, which necessitates the mastery of future professionals skills of professional culture as a significant component of professional intercultural communication.

We believe that the main theoretical provisions of teaching foreign language communication are:

- the need to implement communicative technology for the formation of skills and abilities in all types of speech activity;
- mandatory use of comprehensive training for all types of speech activities;
- taking into account the individual interests and characteristics of students, as well as taking into account the various actions, steps or techniques used by students to improve the efficiency of learning;
- mandatory use of truly communicative tasks that promote the formation of communication skills and modes of work that are adequate to the conditions of real communication.

Training in an intensive foreign language course for professional communication includes the following components: skills and abilities to use language material; language skills that characterize the level of practical language skills as a means of communication; educational and compensatory skills that provide a culture of language acquisition in the educational environment and a culture of communication with native speakers, as well as exercises of various types. It also includes such components as: the sphere of communication, language situations, topics, texts, language material and the system of knowledge of national and cultural features and realities of the country whose language is studied. Equally important is the fact that students learn material from their specialty, learn special terminology, work with authentic sources and more.

For example, the use of the information site about.com and its derivative sites: specialized.about.com/, psychology.about.com/, grammar.about.com/, gocalifornia.about.com/, 712educators.about.com/, dance.about.com/, etc., provides ample opportunities for students of humanities, arts, technical specialties. The site contains authentic texts, the latest world news in areas that may be of interest to future professionals, various tests to test knowledge in specialties and more. Alternatively, students can watch videos with that receive advice via e-mail. Each course provides weekly or daily tips with links to site pages. Depending on the level of foreign language proficiency, future professionals can register for an intensive grammar seminar, or improve their vocabulary. Each lesson contains an introduction and links to study materials on the site (exercises, lesson plans, cards, ready-to-print materials), as well as a quiz of the day and test tasks, accompanied by detailed instructions. The course can be used for self-study or as a review material in class.

Learning a foreign language for professional communication ensures the development of students' personal potential. This feature of the content of education follows from the requirement of their motivation. Numerous studies have shown that in the field of professional motivation, the most important place belongs to a positive attitude to the profession, because this motive is related to the ultimate goals of learning.

Language learning is, of course, a creative and cognitive process, but for some reason students often do not achieve their goals in learning, and soon they get tired of the language itself, and culture, and learning in general. Therefore, the content of education must meet the interests and needs of students. This feature of the content of foreign language teaching is manifested primarily in the model of the specialist, which includes professional knowledge, skills and abilities to carry out professional activities, components of the qualification requirements for the specialist. Thus, the model of the specialist acts as a result of mastering the content of education in general and the content of foreign language learning in particular. Because effective professional communication within the framework of international cooperation is impossible without knowledge, as well as skills and abilities in the field of technical and special

disciplines and the ability to communicate not only in the native language but also in a foreign language.

Of course, the above knowledge, skills and abilities to carry out professional activities are only a small part of the knowledge, as well as skills and abilities that are formed in the process of learning foreign language professional communication. However, their consideration allows to more clearly define the goals of teaching a foreign language to future professionals, as well as to rationally select the content of education that takes into account the communicative needs of students in these specialties. The internal relationship of communicative needs and learning goals dictates the way of expressing communicative learning goals by transforming the identified communicative needs through the levels of necessary communicative competence and lists of communicative tasks solved by foreign languages. In this case, the content of teaching a foreign language for professional communication is an indicator of qualitative and quantitative characteristics of the level of communicative competence as a result of language learning for students of non-language specialties.

Thus, we believe that a foreign language for professional communication helps the development of the student, his professional orientation. It has great educational, developmental and developmental potential. All this is able to provide solutions to the problems facing teachers and students within the profile-oriented learning of a foreign language.

The scope of further research includes the study of the peculiarities of learning a foreign language by students of technical specialties of higher educational institutions.

Conclusions. The process of mastering a professional foreign language terminology system is a complex set of methodological and didactic tools used by a teacher to implement the main task of a non-language university: accumulation of terminological vocabulary and its active use in professional language communication, as it has become a mandatory component of professional competence.

Constant and regular work with authentic foreign texts provides processes of passive and active mastery of the terminology of a particular field of knowledge and science. It is important to remember that post-text

exercises should be based on the development of students' communication skills, taking into account the processes of consolidation and activation of foreign language professional material.

The methods and practical tasks of working with the text discussed in the article are effective because they allow students not only to process, comprehend and critically evaluate the information provided, to highlight certain features of the use of certain English terms in the field, but also to form a terminological basis for further expression. within this topic. Thus, optimal conditions are created for mastering and accumulation of professional specialized terminological systems, certain grammatical rules and stylistic features of each lexical unit both separately and in a certain context. Communicative and problem-based practical exercises allow to diversify classes and interest students.

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TRANSLATION STUDIES AND SUMMARIES IN ENGLISH AND UKRAINIAN. METHOD OF ANALYSIS AND SYNTHESIS.

Abstract

The article is devoted to the peculiarities of taking notes as one of the active methods of teaching in modern higher education. The main approaches to this issue in the historical context and modern pedagogical science are summarized. The positive and negative consequences of summarizing during lectures are analyzed. The article attempts an contrastive analysis of the grammatical features of the address in Ukrainian and English. Approaches to determining the syntactic status of forms of address are described. The peculiarities of the morphological structure of the units of the sphere of appeal in both languages are analyzed. The author defends the methodological expediency of using the finished printout of lecture material. To achieve the effectiveness of the application of "perceptual synopsis" in working with students, a number of practical recommendations for its compilation and design.

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