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## SPECIFIC CHARACTERISTICS OF THE PROFESSIONAL TERMINOLOGY OF THE FUTURE FOREIGN LANGUAGE TEACHER

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**Robiya Gafurova**

Lecturer, The Department Of "Practical English Language Course" Faculty Of Foreign Languages, Tashkent  
Pedagogical University Named After Nizami, Uzbekistan

### ABSTRACT

This article is one of the significant topics that are relevant today, and it gives information about the importance of using the specific language terms by the future foreign language teacher correctly. The professional terminology of the future foreign language teacher is the main link of pedagogical education, the need to teach it to students and the features of this terminology make the article important.

### KEYWORDS

Professional terminology, linguodidactics, linguistics, methodology, terminological system, neologisms, academic terminology, pedagogy.

### INTRODUCTION

Currently, the development of the terminological culture of the future foreign language teacher is considered an important process and is considered one of the main factors of improving the education system. Of course, the professional terminology of a future foreign language teacher should be considered as an

aspect of pedagogical terminology. It combines the most important concepts of pedagogy and linguodidactics, as well as related disciplines, including philosophy, psychology, applied linguistics, and others. In this article, we will consider that the terminology of linguodidactics is the same as the terminology of

foreign language teaching methodology. For this purpose, first of all, it is permissible to categorize the concepts used in the foreign language teaching methodology and expressed in terms.

The main results and findings

The categories of foreign language teaching methodology are as follows:

- Philosophical concepts
- General scientific concepts
- Acquired concepts
- Local methodological concepts

Lingvodidactic (methodical) terminological system is a system that includes widespread methodological terminology, reveals the current system of lingvodidactic (methodology) concepts, and defines its language. The difficulties in systematizing the terms of linguodidactics are the same as the difficulties in systematizing the terms of pedagogy. At the same time, the systematization of the terms of linguodidactics and methods of teaching a foreign language requires the mandatory consideration of the specific characteristics of their foreign language colleagues, because specialists in the field of foreign language teaching need to know foreign professional terminology and translate it. Thus, for a future foreign language teacher, it is equally important to master both terminological systems of language didactics: English and other foreign languages. The need to

master local and foreign academic terminology, to interconnect these terminology systems, to solve the problems of adequate and uniform naming and interpretation of terms is justified by the reality of the modern higher education system, globalization trends, internationalization trends at the international level. The problem of cross-linguistic transfer of academic terminology, which is particularly relevant at present, has become the focus of attention of many scientists.

Although both terminological systems (Uzbek and English) refer to "macro-terminologies" and their sizes are considered equal, terminological systems differ in the sources of filling the terminological dictionary. Thus, the local academic terminological system is characterized by borrowing (tutor, master) and a greater expression of neologisms. At the same time, it contains specific terms that require explanation when translated into English (juftlik-pair, avtomatik-automatic) [3]. Comparative analysis of both term systems according to the criterion of "motivation" It is important to note the conclusion of M.E. Kupriyanova based on the analysis of both terminological systems: in Russian, there is a clear excess of language units, and in English, their economy, that is, their insufficiency.[3]

Differences in the system of terms lead to the formation of interlinguistic gaps and cause difficulties in finding correspondence between academic Uzbek and English terms. A small percentage of direct correspondence in the translation of linguodidactic

terms leads to the need to use different translation strategies to transfer them into another language.

It is important to distinguish three types of correspondence between linguodidactic terms and terms. They are: [6]

- linear (one term in English corresponds to one term in Uzbek, for example: "analytical reading" - "analitik o'qish");
- vector (one term in English corresponds to several terms in Uzbek and vice versa, for example: "skill" - "mahorat", "talant", "xato" - "mistake", "error";
- gaps (lack of special terms, for example: "language awareness" there is no translation of the term in Uzbek language)

As an example of the linear correspondence of linguistic didactic terms, we can name the following: "teacher" – "o'qituvchi", "skill" - "mahorat", "visual aids" - "ko'rgazmali qurollar", "class" - "sinf".

As noted above, the linear type accounts for only a small percentage of the total number of terms.

The incompatibility of most of the terms of linguodidactics creates difficulties in working with two terminological systems. For example, the key term "linguodidactics" has no direct equivalent in English. Local scholars call this subject "English language teaching methods" and it is part of the general methodology of teaching foreign languages. Teaching

English as a foreign language in English-speaking countries is independent and represents a separate field.

The conceptual core of local linguodidactics, the methodology of foreign language teaching is a psychological-pedagogical direction in linguistics, which, in turn, develops within the framework of cognitive and anthropocentric directions. Similarly, the foreign professional field has developed mainly on the basis of linguistics, applied linguistics, social and applied psychology. Even the name of the professional field and the search for an adequate correspondence to the term "linguodidactics" in translation are complicated by the "dispersion" of terms within one concept. The terms "Linguodidactics", "Methodology of foreign language teaching", "Theory of foreign language teaching" correspond to a number of terms in the English language: "Methodology", "Pedagogical grammar", "(Second) language pedagogy", "Second or teaching foreign languages", "Applied Linguistics". [5]

Uzbek and English linguodidactic (methodical) terms have a developed semantic structure, in which all meanings are equivalent and can be used in a certain context. However, this often leads to difficulties, because over time concepts become complicated and their meaning is fragmented. Thus, for example, the term "motivation" is a common concept for two defining terms: "internal motivation" and "external

motivation". Therefore, it is not enough for the teacher to know the equivalent of one original term, it is necessary to be able to choose a term suitable for the context. S. M. Fedonina's study of the terms of linguodidactics into 4 groups is of great interest:[2]

1. Terms taken from didactics ("technique"- "texnika", "exercise" -"mashq"; "teaching procedure"- "o'qitish tartibi");
2. Terms from psychology ("habit"- "odat", "skill"- "mahorat", "learning process" -"o'rganish jarayoni");
3. Terms taken from the science of linguistics ("word"- "so'z", "sentence"- "gap", "utterance" - "urg'u", "language units" -"til birliklari");
4. Original linguodidactic terms ("pyramid drills"- "piramida mashqlari", "speaking skill" -"nutq mahorati").

In this process, the researcher studies the process of the origin of the terms in our language and divides them into 4 main groups. Many difficulties can be encountered in the process of translating terms from one language to another, and they should be divided into several categories. These are the following:

- Terms that are misunderstood and seem simple in translation: "technique" -"texnika", "design"- "dizayn", "Total Physical Response"- "To'liq jismoniy javob".

- Synonymous terms: reading aloud" - "o'qish texnikasi", "silent reading" - "axborotni ajratib o'qish", "bottom-up processing" - "analitik o'qish", "top-down processing" - "sintetik o'qish".

- Terms with conflicting definitions: "communicative competence"- "kommunikativ kompetensiya". In scientific and educational literature in the English language, this term means knowledge of grammar, rules of speech, communicative culture and their correct application. Scientific and educational sources in Russian interpret this competence as general knowledge of the language.[1] One of the unique features of the terminology of linguo-didactics in English is parallel naming of one concept, clarification of existing concepts. This is due to the differences in the context of foreign language teaching in the West and the differentiation of terms depending on the direction (goal) of teaching. In general, linguodidactic terminology in the English language is characterized by diversity, openness, dynamism, rigidity and a large number of synonymous terms.

## CONCLUSION

In conclusion, it is worth saying that in the process of teaching a certain language or science, future teachers should know the origin of the terms and terms used, and the tasks of their use very well. Because these terms are important for the deep assimilation of science and its acquisition of meaning.

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