

Linguodidactic Typology in the Process of Students Learning Military Terms in German Language Lessons

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ABSTRACT: The article is devoted to the issues of linguodidactic typology of the experience of teaching terminology in order to form field-related terms in German language classes. The article discusses the features of teaching cadets the basics of terminology and professional speech, as well as the related difficulties and possible ways to overcome them. The author pays attention to the foundations of the experience of the emergence of terms, the sources of their formation

KEYWORD: term, terminology, linguodidactic typology, educational process, professional communication, cognitive activity, educational activity, information, qualification, special text.

In the modern concept of linguistics of world education, special attention is paid to the study of sociolinguistic and communicative-linguistic features of the terminological units that make up a large part of the linguistic reserve of specialists in the field, that is, serve as the basis for their intercultural communication discourse. Today, learning the language of the professional field has reached a new level. In this regard, the issues of defining the communicative-linguistic nature of the military sphere, the principles of classification of military sphere terms by subject or other subgroups, as well as the specific types of inter-system relations characteristic of them, as well as defining the specific functional characteristics of these language units, are still waiting for their solution. From this point of view, the main requirement for the scientific research conducted in this field is to study the methods of formation of the professional field in the national language system in harmony with foreign experiences and to research the optimal methods for determining their semantic-functional essence.

By the communicative competence of a foreign language, we understand not only the knowledge of the basic layer of a foreign language, the ability and skills to use it, but also the ability of students to have professional terminology that constitutes language competence as a part of communicative competence, and the knowledge of the society and laws of the countries of the studied language. knowledge is directly related to future profession, socio-cultural competence. Thus, learning a foreign language helps to form professional, educational and cultural levels of students.

In forming the content of the educational-methodical complex for a foreign language, the teacher selects the module topics, text materials, as well as audio and video materials of the curriculum based on the specialization of the students. It is equally important for the teacher to take into account interdisciplinary relations, as a result of which the skills formed by cadets in the process of developing communicative competence of a foreign language are transferred to the improvement of professionally oriented educational activities.

Students should be able to apply the selected foreign language, speech and socio-cultural knowledge and skills in various every day and professional speech situations using the professional terminology of a certain field of knowledge. Studying and strengthening this terminology increases students' cognitive and practical motivation to learn a foreign language. Professional terminology is a special dictionary of certain fields of knowledge, it is one of the lexical layers of the language and reflects a certain content.

By legal terminology we understand the system of terms that strengthens knowledge about the legal life of society. As an element of a system, the term should be considered in the system, and we should consider the term system.

By term we understand a word or phrase that works in special texts of a certain field of knowledge. There are related terms and termini's. A term is a linguistic sign that, on the one hand, embodies a special concept, and on the other hand, participates in the formation of new concepts related to a certain field of knowledge. Termini's (following L.M. Alekseeva we refer to them as lexical units of nomenclature, professionalism and professional jargon) differ from terms by the predominance of the nominative function and, as a result, their use in various types of communication. The history of the emergence of terms dates back to the Middle Ages, when terms were a means of scientific communication. However, according to scientists, the organization and systematization of terminology as a means of scientific communication was weak.

Taking into account the professional orientation and specialization of students within the framework of teaching a foreign language, it is appropriate to form a minimum terminological dictionary for them to work with texts in their specialty in order to understand and extract the necessary information. Here it is necessary to refer to such a feature of the term as consistency, which represents the system of concepts of the legal field of knowledge. Students should explain the need to classify concepts and distinguish their characteristics. When forming the terminological minimum, students should learn the terms belonging to a certain semantic group. So, based on the studied topics, the following semantic lines can be distinguished: types of crimes, names of criminals, types of punishment, terms denoting procedural actions, participants in court proceedings. Students can be asked to independently divide the list of terms into groups and define this semantic row.

When forming a minimum terminological dictionary, the classification and basic terms should be accompanied by definitions that logically reveal their concepts and allow them to be used as elements of scientific knowledge. However, based on the conditionality of the concept expressed by the term, it is necessary to convey the idea that the definition is ambiguous. Thus, we can suggest to students to try to define the term in order to show the possible variability of interpretations, and to base the definition fully expressing the essence of the concept being completed in the future.

Another feature of the term that should be taken into account when teaching terminology to cadets is its ambiguity. Early studies looked at the terminology in statics, and its standardization and unification were the main processes, so the term was defined as a sign of disambiguation. However, when learning a term dynamically, this property of a term is not asserted. The appearance of new meanings of the same term, as well as the expansion of the boundaries of its semantics, is natural, because the term system reflects the process of knowing the constantly developing mental activity of society.

The need to teach terminology is related to the fact that it is the basis for expressing new knowledge in words. According to V. P. Danilenko, this is a means of expressing knowledge and a method of correcting it.

The teaching of legal terminology is primarily carried out during the reading process, where this type of speech activity is an aspect of learning. In other words, it is necessary to learn terminology in the language environment, that is, in the process of working in the text. If we consider the term dynamically, we evaluate it as a means of strengthening knowledge and a means of expressing the results of knowledge. This term

includes cognitive information. E.V.Trushina stated that it "concentrates the creative efforts of scientific thought, defines a certain stage of scientific knowledge, creates conditions for the effective scientific activity of a person and further scientific research". In the conditions of cognitive education, which is recognized as one of the effective pedagogical technologies, students' mental abilities are primarily subject to development. Students should independently acquire new knowledge, integrate it with the existing knowledge system and apply it in new professional situations.

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Initially, foreign language teaching in non-linguistic universities was aimed at teaching reading of special texts. Traditionally, special attention is paid to translation - the complex discourse of the linguistic activity of a person, the study of the features of the scientific method, and the teaching of terminology based on any scientific and special text. A distinctive feature of special texts is informative, logical presentation of information, correct expression of thought. Lexically, these texts are abundant in terminology as well as general vocabulary.

There are scientific, technical, military, legal and economic types of special translation.

The translation of educational texts (non-adapted or partially adapted) is informative or special translation, and the purpose of the work of such a translator is to obtain information or information. In foreign language classes, teachers usually use two types of translation - written and written translation and written and oral translation. The second, in turn, can be descriptive and abstract. In our opinion, these two translations are the most effective in understanding the text and getting the necessary information about the subject and theme of the text. In the process of annotation and generalization, students' activeness in mastering different methods of semantic processing of information allows them to actively supplement their knowledge in the professional field.

Practical work with a special text ensures the student's movement from reading, understanding and interpreting a text in a specialty, taking into account the features of constructing a scientific speech, to creating his own text as a result of his research activities.

Therefore, less attention should be paid to the development of speech skills of professional communication. Students must acquire sufficient vocabulary and use it in the comprehension and production stages of their text. The teacher should become an active interlocutor of students, guide them in the learning process. The most important thing is that the goal of teaching communication in a foreign language corresponds to the communicative technique. The task of the teacher is to encourage the student to communicate using learning materials based on videos, texts or learning situations. The teacher works as an observer of students' work and as a consultant in case of difficulties. Its task is to create favorable conditions for communication of

students to achieve goals. The teacher should create educational communicative situations within the professional activity of students and encourage students to communicate verbally.

Tools that help to achieve communicative competence used in foreign language classes include: academic dialogue, monologue, reports and messages, role-playing and business games, discussions and educational projects that require verbalization of new knowledge. using special terminology.

The project activity, which can be understood as the student's work process itself and its result, actively implements the students' skills. The teacher's support in the student's project activity consists in defining the topic, coordinating the student's work process and determining the final type of research: report, presentation or article. As a result, the student will have invaluable practical experience in conducting scientific research, designing his language and public speaking.

Implementing the principle of communicative activity, the student, on the one hand, builds his statement on the basis of the received communicative task, on the other hand, taking into account the level of knowledge of a foreign language, basic knowledge. he and his partner are in a communicative situation to learn. With a specific communicative task, the student chooses certain conditions for creating a statement text.

Today, a specialist must have various, sometimes complex and constantly updated information required in his professional activity. He should regularly study special literature, follow new trends in the professional field and use foreign experience. Therefore, deep and comprehensive knowledge of a foreign language, knowledge of special terms and the ability to use them correctly, as well as knowledge of the history and current state of one's professional activity are the main requirements for a student as a future specialist.

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