PRODUCTIVE METHODS IN TEACHING PEDAGOGICAL TERMINOLOGY

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Annotatsiya

Maqolada pedagogik atamalarni o'qitishning samarali yo'llari haqida so'z boradi. Shuningdek unda, talabalarni pedagogik atamalar bilan mashg'ulotlarni bajarishga, shuning bilan birga bunday harakatlar lug'atni o'zlashtirishni kuchaytirishi va leksik mahoratini rivojlanishiga yordam beradi.

Kalit so'zlar: pedagogik, terminologiya, metod, interaktiv, o'qitish jarayoni, chet tili, leksik kompetentsiya

Annotation

The article discusses effective ways to teach pedagogical terms. It also helps students to practice with pedagogical terms, while such activities help them to strengthen their vocabulary and develop their lexical skills.

Keywords: pedagogical, terminology, method, interactive, teaching process, foreign language, lexical competence

Аннотация

В статье рассматриваются эффективные способы обучения педагогическим терминам. Это также помогает учащимся практиковаться с педагогическими терминами, а такие занятия помогают улучшить овладение словарным запасом и развить лексические навыки.

Ключевые слова: педагогический, терминология, метод, интерактив, учебный процесс, иностранный язык, лексическая компетенция.

Teaching educational vocabulary to students in English for Academic Purposes (EAP) courses has always been a topic of interest to academics. This interest was reinforced by the need to master educational terminology for successful organization of educational activities. Therefore, it is clear that scholars and teachers need to find the most effective ways to enable students to practice

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educational terminology in her EAP classes. I found that choosing an effective method is interactive.

Activities can improve and ensure the process of mastering educational terms Effective use of vocabulary skills in constructive communication. The following paper explores the need to maintain professional information when listening to and reading academic papers and the need to use instructional terminology in oral and written communication to encourage students to master the terminology. can be formulated as gender. Therefore, using interactive methods in the educational process can facilitate the process of learning and learning vocabulary and provide students with knowledge of the concepts and skills for using educational vocabulary in lexical discourse. Busy with the work of finding effective ways to teach educational concepts, the idea that interactive teaching may be a suitable mechanism for student vocabulary development has been put forward. Interaction helps students carry out activities that contain educational concepts, and such activities can enhance vocabulary acquisition and facilitate the development of vocabulary subcompetences. Although it has long been used in foreign language teaching practice, the use of interactive methods to teach educational concepts to third graders in the field of foreign languages and literature is new. Many foreign researchers have discussed successful methods of vocabulary teaching (Carter & McCarthy, 1988; Gearns & Stuart, 1989; Lewis, 1997).

However, I am interested in methods and techniques that can be organized under interactive education. Thus, Arend's experience (2000) emphasizes interactive teaching methods such as presentation, direct teaching, conceptual teaching, collaborative learning, problem-based teaching, and classroom discussion. Interactive education includes role-play and simulation (Ellis, 2003; Diamond & Gutloyn, 2006; Ellis, 2003; Borshchovetska & Semenchuk, 2009).

Interactive teaching is therefore a suitable educational vehicle for developing students' skills for creating and presenting the deliverables of collaborative activities. It also provides comfortable conditions for conducting projects, conducting educational processes and achieving "high achievements in the development of professional competence and the personality of the student" (Chernylevsky, 2002. p. 53). Modern multimedia also helps to provide interactive cooperation, and constant communication of students and allows the teachers to lead students' work aimed at mastering a foreign language. Besides, through interacting with native-speaking partners through multimedia (chats, emails, etc.), students acquire the experience in cross-cultural competence, which is essential

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in the modern globalized world. Now we move to the analysis of pedagogical literature in the part of teaching/learning vocabulary. Well-known scholars have paid considerable attention to teaching students different facets of foreign-language terminology. In particular, Berman (1970) indicated close relations between teaching special terminology and teaching students their professional disciplines. He emphasized a wide range of techniques for disclosing the meaning of receptive (passive) vocabulary:

(a) translating with a parallel explaining new words and searching for adequate equivalents of such terms in the students' mother tongue; (b) guessing the meaning from the context; (c) revealing the meaning of a word by analyzing its world-building elements, etc. The scientist claims, it is important that learning new vocabulary and fixing it in the student's memory should be not only contextual but must be conducted with the help of sufficient examples which show different collocations of new words and their variety of meanings in different contexts. To reveal the efficacy of interactive methods for development of vocabulary subskills, in particular, pedagogical terms we undertook the experiment with four groups of the 3-rd year at the EAP classes. The experimental material was a series of exercises and tasks with an emphasis on interactive performance. Exercises and tasks were developed using authentic materials. Based on educator instructions and excellent experience teaching vocabulary through reading (Gardner, 2004; Diamond & Gutloyn, 2006), we created her three interactive activities for the pre-reading, during-reading, and post-reading phases.

Experimental teaching of educational terms in a three-step framework showed good results.

Students were active, mastered educational terminology in context, and combined different types of interactions for practice. Thus, an interactive way to convey pedagogical terminology has proven its worth. Based on the results, it can be concluded that interactive teaching methods help students gain experience in the contextual use of educational terms.

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