Methods for Teaching Professional Terminology in the Context of Distance Learning

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ANNOTATION

The features of the methodology of teaching professional terminology in a distance format are considered. The main components, means and principles on which classes are based are outlined. The most popular and functional online educational platforms are presented and described. In addition, the goal is to present and structure the components of an online lesson that are mandatory for successful and productive assimilation of new language material. The stages of working with professionally adapted text are considered in detail. Examples of tasks for all types of pre-text, pre-text and post-text work are given. The generalized structure and characteristics of the main components of the online lesson when working with professional nomenclature are given. It is concluded that each section and aspect of the methodology of teaching a foreign language has their own work features related to the stages and tools used in the classroom, passing through the same stages as the classroom; that teaching the language of the specialty in the conditions of distance education can fully replace offline learning, provided that the material of the lesson is adequately selected, the correct step-by-step course of the lesson.

KEYWORDS: teaching methods, distance learning, online platform, specialty language, terminology.

Due to the events taking place in the world, the methodology of teaching Russian as a foreign language in a distance format has recently become increasingly relevant for many researchers and teachers [1-3]. Currently, whole directions, educational and methodological complexes and online programs are being developed for their implementation in the educational process.

Each section and aspect of the foreign language teaching methodology has its own work features related to the stages and means used in the classroom. Online work on teaching professional terminology goes through the same stages as classroom work and consists of the following components:

1) presentation of new vocabulary;

2) automation of lexical skills;

3) organization of repetition of the vocabulary learned by students and quality control of the passed [4, p. 115].

Teaching students the language of the specialty involves the enrichment of new scientific terminological vocabulary, syntactic and grammatical constructions, speech norms inherent in the scientific style, the use of acquired skills and abilities in performing various kinds of tasks, the ability to extract and transmit information from educational texts in oral and written form, as well as the development of acquired knowledge in various types of speech activity

[5]. For successful presentation and assimilation of new language information, uniformity and consistency of work throughout the entire educational course is necessary. So,the lesson should include:

1) organizational moment;

2) presentation of new vocabulary;

3) working with vocabulary;

4) presentation of a new information unit (text, presentation, video, audio);

5) work with new informative learning units;

6) working out the acquired knowledge;

7) communicative tasks in a playful way.

In our opinion, among the popular platforms for organizing distance learning, the best are considered to be:

Zoom (the most popular platform for organizing audio and video conferences);

Moodle (e-education system that includes the creation of a wide range of tasks for teaching students);

Google Classroom (online service for the organization of distance education from

Google);

CORE (online platform for course development, creation and transfer of educational materials);

Coursera (the largest online portal according to different training programs).

As experience shows, the Zoom platform is considered the most functional and convenient for use in distance learning[6, pp. 165-168]. "An important Zoom function required for the lesson is a demonstration of the screen, which can become an alternative to the blackboard used in a traditional lesson. Using Zoom, the teacher has the opportunity to show presentations, various infographics and videos. It should be noted that you can include a demonstration of both the entire screen and individual applications, which is very convenient when in the course of the lesson the teacher needs to use additional materials that students don't need to see. Zoom also has the ability to comment on the material demonstrated by the teacher and students, that is, you can write, draw on top of the screen demonstration" [7]. Traditionally, in the methodological literature, it is customary to distinguish three stages of work with professionally directed text:

1) pre-text;

2) pre-text;

3) post-text [8].

The pre-text stage is aimed at understanding the communicative component in relation to the presented material, removing possible linguistic and socio-cultural difficulties. Such tasks include:

✓ reviewing the drawing and determining the main topic of the text;

- ✓ finding synonyms;
- ✓ finding antonyms, etc.

The text stage involves identifying the degree of understanding of the text. Let's imagine the tasks that can be used at this stage: read the text.

Choose an image that matches its content;

- ➢ read the text and answer the questions;
- ➢ find the words that are key;
- ➢ after reading the text, fill in this mental map, and then formulate the main idea of the text;
- ➢ read the text and fill in the table;
- ➢ read the text and determine the topic of each paragraph;
- ➢ read a paragraph or text and formulate its main idea in one sentence;
- ➢ read the text and indicate how many parts it can be divided into;
- ➢ specify the most appropriate in the meaning of the sentence-synonyms to the text of the proposed;
- ➢ select a sentence that summarizes the content of the text.

The post-text stage is aimed at extracting the main and secondary information of the text [9]. Here are examples of tasks:

- ✓ give examples from the text confirming that ...;
- ✓ give explanations why...;
- ✓ explain why ...;
- ✓ fill in the gaps in the sentences;
- ✓ add the beginning/end of the sentence;
- ✓ describe...

In addition, the control of the understanding of the test it can also be carried out through the following test tasks:

- ➢ alternative choice tasks, or tasks with two answer options;
- ➢ multiple choice tasks;
- ➢ compliance tasks, etc.

"The post-text part in working with new material should not only summarize everything learned in the lesson, but also go beyond the lexical and semantic topic. Knowledge of the proposed terms in another broader context helps to identify free associative connections at the semantic and conceptual levels" [6]. Designated language features medical terminology as part of the lexical system should be taken into account when creating a system of tasks and exercises for teaching medical students in the lessons of Uzbek as a foreign language.

It is worth noting that the mandatory components of the online Russian language lesson include as a foreign language when working with professional nomenclature , the following

methodological components apply:

- ✓ phonetic material;
- ✓ lexical material;
- ✓ grammatical material;
- ✓ professional texts;
- ✓ commentary on the texts;
- ✓ exercises;
- ✓ dictionary;
- ✓ visibility (drawings, photos,
- ✓ tables, diagrams) [10, pp. 61-62].

Thus, "an adequately and productively conducted online lesson is a structural organizational unit of online learning, the purpose of which is to achieve a completed but partial learning goal implemented in real time with uninterrupted Internet access using special electronic learning tools and active forms of interaction between the teacher and students" [11, p. 219]. Thus, teaching the language of the specialty in the conditions of distance education can fully replace offline learning provided that the lesson material is adequately selected, the correct step-by-step course of the lesson, the choice of a comfortable platform for performing the tasks given by the teacher, and, in addition, be diverse, including all aspects of the language, means and forms of teaching.

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