

*Бутева В. Е. кан. пед. наук, доцент кафедры «Лингводидактика и зарубежная филология» Севастопольский государственный университет, Россия, г.*

*Севастополь*

## **ТЕРМИНОЛОГИЧЕСКИЙ АСПЕКТ ФОРМИРОВАНИЯ ПРЕДМЕТНОЙ КОМПЕТЕНЦИИ ПРИ ОБУЧЕНИИ ИНОЯЗЫЧНОМУ ПРОФЕССИОНАЛЬНО ОРИЕНТИРОВАННОМУ ЧТЕНИЮ**

**Аннотация:** В данной статье рассматривается формирование предметной компетенции студентов технических вузов на лексическом материале профессионально ориентированного текста. Проанализированы этапы работы над терминологической лексикой текстов технических регистров. Доказано, что терминологический минимум для профессионально ориентированного чтения является основой формирования предметной компетенции студентов.

**Ключевые слова:** предметная компетенция, термины, профессионально ориентированное чтение.

**Abstract:** This article examines the formation of the subject competence of students of technical universities on the lexical material of professionally oriented text. The stages of work on the terminology of technical register texts have been analyzed. It has been proven that the terminological minimum for professionally oriented reading is the basis for the formation of subject competence of students.

**Key words:** subject competence, terms, professionally oriented reading.

Teaching foreign language professionally oriented reading is a complex methodological task, since when teaching this type of speech activity, both goals and understanding of the types of information that characterize the level of subject competence of students are different.

If we consider the subject competence of the reader as “the general culture of a specialist” [2, p. 327], then it is necessary to talk about his knowledge in a certain area of science (facts, laws, theories), which include a part of the conceptual system of personality. Subject competence is formed not only in classroom lessons in a foreign language, but also in other subjects of the profile specialty.

The mastery of knowledge related to the future profession of students occurs by means of the native language in the form of a number of concepts and images that are stored in the long-term memory of the reader. In the process of teaching a foreign language, the formation of subject competence occurs, first of all, through mastering the terminological minimum in the specialty, which is simply necessary for the reader of the texts of professional registers. In authentic texts in the specialty, lexical units representing keywords turn out to be terms and, in fact, subject competence is the subject of training for professionally oriented reading in the classroom.

As you know, purposeful work on the lexical aspect of the language and, in particular, on terminology plays an important role in increasing the effectiveness of teaching methods in a non-linguistic university.

A term is understood as a word that names a concept specific to any branch of knowledge. The terms are characterized by brevity, accuracy of reflection of the concept, flexibility, clarity, monosemism. Synonymy, homonymy of a term, if it occurs, is considered its disadvantage in comparison with the word of a general scientific or everyday layer of vocabulary, or a term is a word endowed with a specific ability to reflect and name scientific, technical, socio-political, agricultural and other concepts.

In the methodological literature [1], in the general system of work on vocabulary, there are, as you know, three main stages.

What is the specificity of these stages in the formation of the subject competence of the reader of a professionally oriented text?

At the stage of presentation of special vocabulary, it is important to use such a property of scientific terminology as its consistency, which allows you to enter vocabulary not as a list of isolated lexical units, but as a system of interrelated and

interchangeable terms, in their totality, covering a certain thematic field corresponding to a separate section of science.

The basis of this approach is a visual and graphical presentation of fairly large blocks of industry terminology. The stages of the preparatory work include the selection of the basic concepts of a given area, section, topic, their classification, the establishment of the relationship of concepts, as well as the drawing up of structural - logical diagrams according to the selected conceptual categories and the selection of texts that include the indicated terms.

Associative chains are very useful when learning new vocabulary, since along with the central concept, other related concepts are retained. This way of introducing vocabulary also contributes to the easiest perception of lexical units and provides conditions for a combination of voluntary and involuntary memorization. But in order to familiarize students with special vocabulary, it is not enough to confine oneself to its presentation; it is necessary to control the correctness of students' understanding of a particular term by presenting new lexical units in as many different contexts as possible. Since it is precisely the insufficient number of perceived patterns of the use of lexical units, on the one hand, and the insufficient number of perceptions of these patterns in the composition of texts, on the other, lead to the fact that at the moment of perception of text samples, the studied special vocabulary is either incorrectly actualized or not recognized at all student. In addition, working with new terms in different contexts is an excellent exercise for training and initial consolidation of the lexical units being studied. Recognition and adequate perception by students of new terms in new contexts is at the same time an object of control (or self-control) correct understanding of the meaning of one or another special lexical unit.

The second stage aims to automate the operations of extracting special lexical units from memory and the formation of skills in operating them. Tasks at this stage are, as a rule, of a training nature. At the same time, we pay special attention to exercises that ensure the perception and reproduction of lexical units in the context of situations of verbal communication, which would illustrate their use in real speech. In the absence of a linguistic environment, for us, the material embodiment of the

situation of verbal communication is a professionally oriented text. In the process of working on the text, students develop certain automatisms: guessing, anticipation, analysis, that is, those skills that are inherent in the student reading, the main task of which is to extract the information contained in it as accurately as possible from the text. In the exercises for the student of reading, lexical operations are performed against the background of the speech action of reading [3]. The vocabulary in them acts both as a goal and as a means, but the result is a compulsory understanding of information. Expressed by fixed lexical means.

The final stage of work on mastering vocabulary in the specialty is aimed at developing the skills of operating with special vocabulary in one's own utterances. Tasks at this stage are of a practical, training or scientific and creative nature. The purpose of the assignments is the application by students of the knowledge gained, the skills and abilities they have formed.

With the entry of the Internet into the life of every educated person, the role of such a type of speech activity as reading has increased immeasurably. The authority of the English language as the language of modern science and technology has also grown. Consequently, the formation of the subject competence of students of technical universities when teaching professionally oriented reading in a foreign language using the terminological aspect should occur within the walls of a technical university not spontaneously and uncontrollably, but consciously and purposefully. Stages of work on lexical material, representing a terminological minimum in a certain area of knowledge, form the basis for the formation of the subject competence of students of technical universities in teaching foreign language professionally oriented reading.

#### **Библиографический список:**

1. Алексеева Л.Е. Методика обучения профессионально ориентированному иностранному языку: Курс лекций / Л. Е. Алексеева. — СПб.: Филологический ф-т СПбГУ; М.: Изд. центр “Академия”, 2007. — 141 с.
2. Барабанова Г.В. Предметная компетенция читателя профессионально-ориентированного текста // Культура народов Причерноморья.

- №37, 2003. – С.326-300.

3. Зыкова В.Н. Формирование иноязычной профессионально-коммуникативной компетенции студентов судоводительских факультетов: дисс. ... кандидата пед. наук: 13.00.02 / В. Н. Зыкова. — СПб, 2002. — 159 с.