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MAKING A DIALOGUE BY USING TECHNICAL VOCABULARY

Abstract: *In the classes of Russian language for technical subjects such as petroleum engineering, geology engineering, and cadaster one needs a long-standing process in learning technical terminology of these sphere of study. Besides, these terms complicate the learning situation in classes of Russian languages for technical purposes because firstly, it is not easy to pronounce, secondly, it is not easy to find translation of it in L1 and they hamper learners interpret the whole idea of context. Furthermore, we stated some extract from the course-book focused on oil and gas engineering to make an analysis in comprehending terminology of that expertise.*
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Language: *English*
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Introduction

Terminology of a specialty can specify full introduction of professional setting where experts or learners are engaged in working with a great deal of terms and often use them in reluctant. Furthermore, it is difficult to apply every terms in speech for making a dialogue due to misunderstanding of those by other listeners if a speaker does not describe in details of that terminology. In order to be perceived, a word or term should first be recognized by listener or in the process of communication between individuals. Dialogue talks varies according to the topic the learners intend to express, which also involve listeners' interest in joining the talk with their passionate attitude to the issues arisen in classes of Russian language for specific purposes. The talk is more different in in the technical classes of Russian language comparing to a language for general purposes. What's more, the written and spoken contexts are very complex to interpret because of consisting full technical words and word-combinations focusing on the subject to portray in speech utterances. We highlight the ideas of scholars according to the issues concerning main features of talks in technical language in L2. We carried out an experiment which is based on interview with students'

respond regarding to the questionnaire consisting of questions. The result of data analysis indicated in the diagram visually.

The views of researchers according to the talks in the classroom

Mercer & Littleton, 2007; Michaels, O'Connor, & Resnick, 2008; Nystrand, 2006 claimed that learners' dialogue in a wide range of topics in the classroom, but not all talks have equal educational value, consequently, a large body of work, most of which adopts the sociocultural position that discourse is fundamentally social and interactional, has focused on identifying the types of talk that are especially productive for the development of students' thinking and learning.

What's more, Hennessy et al., 2016; Resnick, Asterhan, & Clarke, 2018 stated that there is reasonable agreement regarding the core characteristics of such talk and the nature of the communicative norms from which it is believed to emerge. First and foremost, students take part in productive dialogues collectively. Additionally, Mercer (1995) pointed out the term 'interthinking' to describe the power of thinking together, which is produced when reasoning is evident in talk and when ideas and perspectives are formed into coherent lines

of inquiry through elaboration, justification and constructive critique.

Furthermore, Michaels et al.(2008) stated that in a classroom where ground rules are established, participants share certain obligations and accountability to standards of reason, the value of disciplinary knowledge and the learning community.

Some scholars (Chen, Hand, & Park, 2016; Crowell & Kuhn, 2014; Kuhn & Crowell, 2011; Reznitskaya et al., 2001; Venville & Dawson, 2010; Zohar & Nemet, 2002) revealed that dialogical argumentation has gained terrain in recent years as a learning method, shown to lead to significant improvements in students' oral and written communication, and critical thinking. Extensive research with students of middle and secondary school age has led to the conclusion that the practice of dialogical argumentation helps adolescents to acquire critical thinking skills, most notably argument and counterargument construction, and claim-evidence coordination.

Henning Fjørtoft, Lise Vikan Sandvik (2021) indicated that participatory dialogue processes promote the values and principles of social integration through employing the strategies of inclusion, participation and justice that produce the foundation of the active and meaningful engagement of all citizens in building their common future. Through the dialogue process, diverse persons, groups or peoples find commonalities, similarities and complementarities that can become the basis for mutual understanding and joint action. Whether the diversity is based on ethnicity, gender, age, disability, nationality or any other difference, the process of building mutual understanding and joint action is the manifestation of social integration. The building of mutual understanding and joint action involves communication and, indeed, increasingly frequent, regular and peaceful dialogic conversations—beyond debate, discussion or negotiation (Hemmati & United Nations, (2007: 61–62). The role of dialogue serves as a strategy for ensuring openness and transparency, as well as for increasing the likelihood of implementation by involving stakeholders in decision-making processes (Henning Fjørtoft, Lise Vikan Sandvik , 2021).

Research methods

In teaching a technical terminology to the engineering students requires a long-standing process and broadened knowledge to use. The group of students was invited to be interviewed by a survey consisting of questionnaire describing the needs of learners according to the terminology in L2 and its essentiality in learning the subject matter in L2.

1. Is terminology essential in learning specialty?

2. Is terminology supportive for increasing communicative competence?

3. Does technical terminology enhance writing skill?

4. Do you need technical terminology in working with experts at the hard industry?
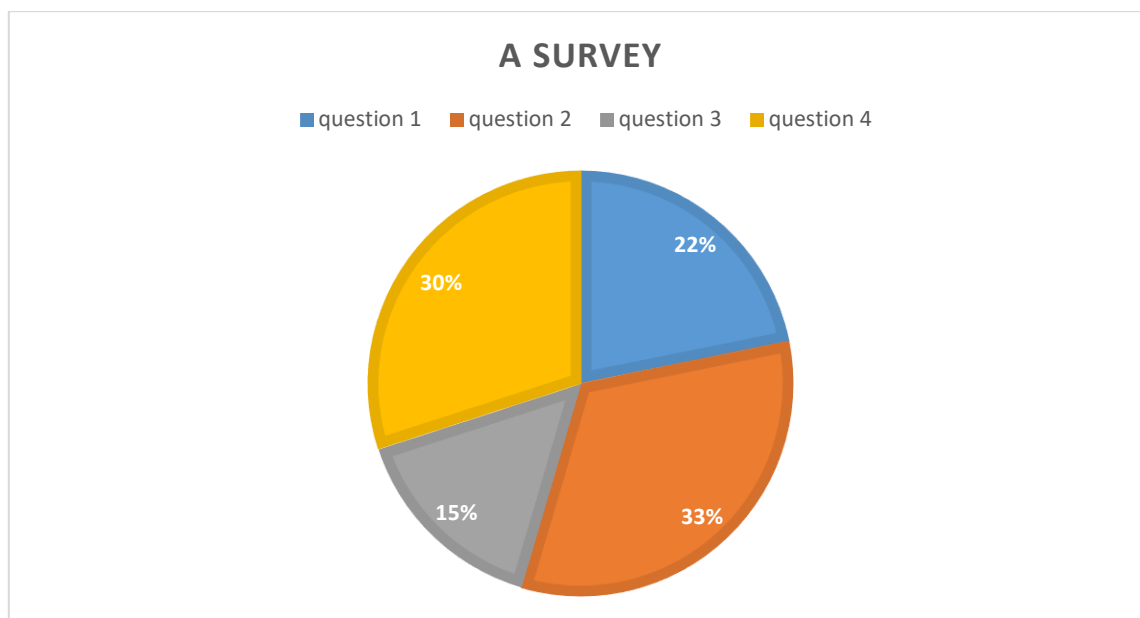
Pic.1.

Data Analysis

After having data collected, we made a needs analysis on data respectively, the respondents were certain for answer to the questions. 33% learners have chosen a positive answer according to the question: terminology which supportive for increasing communicative competence. Furthermore, 30% of learners responded to the question concerning

necessity for technical terminology in working with experts at the hard industry.

Conclusion

In acquisition of technical language, a learner should revise the terms frequently, and use it in talks, in the patterns of communication or in the process of making a dialogue with course-mates. Meanwhile, technical terminology is complicated to obtain and put it into practice in speech because we should know whether listener is aware of that unknown terminology to comprehend or interpret it by speech. Even it is hard to pronounce technical terms in the field of petroleum engineering. We conducted a research on the issues of learning technical terminology in oil and gas engineering and a group of students were chosen to be interviewed by a survey which consisted of some questions to respond respectively. The result was obvious and indicated in the above-mentioned diagram.

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