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EFFECTIVE METHODS OF LEARNING TECHNICAL TERMS

Abstract: This article discusses effective approaches and methods for teaching technical terms in groups with non-philological teaching of the English language. The article reveals innovative methods, the use of a communicative approach, new information and pedagogical technologies in teaching technical terminology.

In particular, the types of communicative approaches and their theoretical validity, the effectiveness of using communicative and new pedagogical technologies based on effective techniques in explaining new terminology are examined.

Key words: innovation, effective methods, technical terms, education, terminology.

Language: English

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Introduction

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Nowadays huge tasks are set before teachers of English language. Teachers became one of the main subjects of educational reforms. Therefore, if a teacher is open to welcome new pedagogical innovations, he can provide goal-oriented introduction of innovative ideas into educational process.

New approaches in the system of education also influenced on the learning and teaching of foreign languages, as language is the major factor of person's development.

As we know, the teacher is the one who plans the learning process, he manages, partner in his educational work and in some time value of skills and knowledge of students. When talking about the role of the teacher as the educator we must realize that nowadays requirements and conditions everyday more and more to act as a teacher, friend, advisory, mediator, demonstrator, coordinator, model, observer, stimulant, reliable, certainly associate with students and of course, professional developed.

Communicative approach which is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their

natural strategies for language acquisition will be used, and this will allow them to learn to use the language. Communicative approach may assist students in becoming more efficient in learning technical terms. This means developing their ability to understand, interpret, process and use technical terms.

Technical texts vocabulary consists of common words, terms or technical terminology and connectors. Common words are the words we use in ordinary affairs (e.g. table, book). Terms are mostly used in special texts dealing with the notions of some branch of science. They are directly connected with the concept they denote. As the words have many meanings to know exact meaning of the technical term is very important. Most of the words in common use have more than one meaning and students often become confused because they put the wrong meaning on a word. They assume that words are always used with the same familiar meanings. That's why it is important to discuss the meanings of words and terms with students. When we confuse common definitions with meanings used in science, students' understanding suffers. For example, in common use, "car" means automobile, while in a railway sphere, a "wagon or carriage".

In order to develop terminology literacy of students, they need to gain knowledge of science

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content and practice scientific habits of mind. This is impossible without knowledge of terminology in exact sphere.

Classroom time is often limited, and it is difficult to include all technical terms or terminology instruction to help students make sense of the exact sphere³

Lee, Buxton, Lewis, & Le Roy identify inquiry-based science instruction as beneficial to students in the following ways: [1]

- students participate in activities as they learn vocabulary,
- students work collaboratively and interact with others about terminology content,
- hands-on activities offer students written, oral, graphic, and kinesthetic forms of expression. [2]

As students combine science experiences with discussions of words' uses and meanings, their vocabulary and content knowledge can grow.

Teachers can use lots of strategies for helping students learn and use technical terms. There exist research-supported strategies which help to build depth of terminology knowledge. Teachers can use the following strategies:

- Encourage brainstorming. Provide students with opportunities to brainstorm ideas about terminology and encourage them to work in small groups and discuss;
- Text cards help students interact with words and their meanings. Working individually or in small groups, students discuss the statements before sorting;
- True/false cards. These cards include statements drawn from the text. Students sort the cards into true and false piles;
- Matching pairs. Students are given a stack of cards and asked to match a term with its associated function, symbol, scientific name, etc;
- Word games. Word games using terminology promotes in-depth understanding of terms and their meanings.
- Graphic organizers. They can help to present words with a range of contextual information. Graphic organizer provides a template for presenting a technical term with contextual information.

Speaking about effective methods, strategies and techniques of teaching it is necessary to give information about methods which is used in learning process.

Cooperative learning is an effective way for students to learn and process information. [4] The jigsaw technique is a method of organizing classroom activity that makes students dependent on each other to succeed. It breaks classes into groups and breaks assignments into pieces that the group assembles to complete the (jigsaw) puzzle.

The Jigsaw method splits classes into mixed groups to work on small problems that the group collates into a final outcome.^[1] For example, an in-class assignment is divided into topics. Students are

then split into groups with one member assigned to each topic. Working individually, each student learns about his or her topic and presents it to their group. Next, students gather into groups divided by topic. Each member presents again to the topic group. In same-topic groups, students reconcile points of view and synthesize information. They create a final report. Finally, the original groups reconvene and listen to presentations from each member. The final presentations provide all group members with an understanding of their own material, as well as the findings that have emerged from topic-specific group discussion.

The jigsaw learning technique is a quick and effective way for students to work with their peers while learning technical terms. [5] For this activity each student is responsible for learning three or more new terms and teaching those words to their group. Students in a Jigsaw classroom could not succeed without one another, they had to learn to get along.

At the same time jigsaw method has several disadvantages:

- uneven time in expert groups
- students must be trained in this method
- requires in equal number of groups
- classroom management can become a problem

Advantages and disadvantages of jigsaw method we can define while using in classroom procedure.

Lesson procedure

Topic: Effective methods of learning technical terms. Discussion text "Carriages and Wagons"

Introduction

Before starting the lesson the teacher presents the subject of the lesson, its aims and objectives, gives information on the main discussion points and types of activities. Tell them that firstly they should work in pairs and then in groups.

Lead in:

Activity #1

Objective: To prepare students for the new topic through brainstorming

Time: 10 min

Materials: Presentation, Pictures, board, markers

Procedure:

The teacher writes down the words "Carriages" "Wagons" on the board and asks students find out meanings and to give definitions of these two words in English. If some of words are unfamiliar for students encourage them to find out meanings and tell them to class in English. Then teacher writes on the board the question "What is the difference between carriage and wagon? Asks to give full answer to the questions.

Activity #2

Objective:

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Jigsaw Reading. To share experiences around a specific terms. To encourage students to share each other's opinions through discussion

Time: 15 min

Materials: handout, colorful markers

Procedure:

T. explains Ss the stages of the activity and divides class into 4 person jigsaw groups. Distributes the handouts. Whole class reads the target text divided into 4 parts. The first part of the text is about freight cars, second box cars, third flat cars and forth is about carriages. Each student chooses one part of the text to become expert on. Give students time to read over their segment at least twice and become familiar with it. T. forms temporary "expert groups". Students who choose the same part of the text meet to form an expert group. T. gives students in these expert groups time to discuss the main points of their segment and to rehearse the presentations they will make to their jigsaw group Expert group research part of the text and do activities. T. distributes the handout 1 for;

- filing vocabulary graphic organizer with technical terms.

(rail, car, freight car, wagon, tarpaulin, box car, covered car, refrigerator car, flat car, container, warehouse, carriage, body, truck, train, route)

Activity #3

Objective: Matching technical terms with definitions

Time: 15 min

Materials: handout, card

Procedure:

Distribute each group handout with written strategies and methods that students can use while matching. Tell them that their task is to match these technical terms. After they have finished, checking them together and discuss.

Activity #4

Objective:

to encourage all students to fill Venn diagram according the discussion text.

Time: 15 min

Materials: handout cards, colorful markers

Procedure:

Ask students return to their home groups to present what they learned. Others in the group asks questions for clarification. T. floats from group to group, observing the process.

Tell your students that they should work in groups and finish filling Venn diagram within 15 minutes. Explain them that they should present in front of others.

Activity #5

Objective: to encourage all students to fill Venn diagram according the discussion text.

Time: 15 min

Materials: handout cards, colorful markers

Procedure:

Ask them what they have learned, what a new thing they have discoursed and give a quiz on the material by asking Ss to look through the handout and answer the questions:

1. What is the characteristic feature of freight cars?
2. How did they covered and why?
3. Had the early trains lighting and heating? and etc.

At the end of the lesson ask Ss what they have learned, what a new thing they have discoursed today.

T. Revises all the material of the lesson and gives home assignment.

Gives feedback and evaluates students' participation during the lesson

In conclusion we can say that, at the same time, teachers can increase their students' competency in English and help them become fluent readers in English. It is important to realize that the increased fluency, confidence, and motivation that so often result from reading extensively will help students in their academic endeavors, such as improving exam performances.

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