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LEARNING ECONOMICAL TERMINOLOGY IN THE FOREIGN LANGUAGE

Abstract: In this article highlights of terminology dictionaries, economical terminology and the using multilingual terminology dictionary in teaching a professional foreign language to students.

Key words: learning, economical terminology, foreign language, dictionary.

Language: English

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Introduction

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Terminology dictionaries play a special role in the modern world of high technologies. Materialized components of scientific knowledge are recorded in terminological dictionaries. Such dictionaries and reference books form the basis for works in the field of scientific and technical information. Since the dynamic development of terminography is an important component of scientific and technical progress, the systematization and semantics of terminological vocabulary has become an urgent task of modern linguistic science.

Terminology in a broad sense is related to the domain of all natural language terms, while in a narrow sense it is related to the terms of a specific scientific discipline or special field of practice. Within one theory, terms form a term system. Terms can be defined as words (phrases) of the meta-language of science and applications of scientific disciplines, as well as words that denote specific realities of areas of specific practical human activity. In the latter case, the term "nomenclature" is often used. It follows that terms are not, for example, formulas, mathematical and symbolic expressions of various kinds, which, of course, are included in the metalanguage of the corresponding Sciences, but which cannot be considered as part of the entire vocabulary of the natural language. In other words, the metalanguage

and the term system are not synonymous. Most of the terms are included in the vocabulary of the language through the corresponding term systems.

Usually, the concept of a term is defined through its properties implemented in the term system. In contrast to the usual vocabulary, the use of terms is not based on intuition, but on existing definitions. A term is usually assigned a single value; it is desirable that the term system does not contain homonymy of terms. In linguistics, terminology is a special part of the language system that is studied in terminology. The principles of building special terminological dictionaries are developed in terminography.

Terminology dictionaries (TS) are dictionaries that contain the terminology of one or more special areas of knowledge or activity. Electronic dictionaries and automated terminological data banks are created that allow you to get the necessary information about terms and the concepts they designate using computers, without using book-type dictionaries, i.e. displaying certain special areas of knowledge or activity in a systematic way, perform not only informational, but also cognitive, classification, and other functions. An important part of terminological research is the translation of scientific and technical terminology. To facilitate the translation of terms, some recommendations have been developed that form the basis for the work of a specialist translator in the field of terminology. Ideally, translation involves

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searching for an equivalent in the target language-the language in which the translation is performed.

The modern period of life of the world community is characterized by the expansion of various cross-cultural relations, including the establishment of direct professional contacts between educational institutions of different countries. This creates new opportunities for professional communication, exchange of students and specialists, discussion and solution of scientific problems, and contributes to professional development of specialists. Due to the extended educational policy of our Republic, one of the areas which is to develop effective approaches to the issue of improving teaching foreign languages at a professional level, as well as the Internet and information capabilities that create a unique business space conducive to the expansion of the geography of professional communication currently, the teaching of foreign languages is entering a qualitatively new level, because "it is through a foreign language as a means of intercultural communication is an introduction to the values of the foreign culture, to the wealth of foreign cultural experience and understanding the values of their national culture, which in itself is a factor of great humanitarian significance."

Thus, reaching the level of intercultural communication is a social need of modern man, and, consequently, the development of effective educational technologies aimed at developing intercultural skills is justified and important. The role of a foreign language as a functional means of communication is obvious. However, knowledge of a foreign language at the domestic level may not be sufficient to overcome cultural barriers and successfully communicate on professional topics. The key point in training a professional is the formation of a system of knowledge of special vocabulary in a particular area in the language being studied. Practical knowledge of the system of foreign languages studied and the principles of their functioning in relation to various spheres of professional communication is considered as one of the most important tasks of training a specialist in a technical University. It should be noted that, along with the significantly expanded opportunities for personal contacts of Kazakhstani students and specialists of technical professions with their colleagues from other countries, the most common way to obtain professionally significant information is still reading special texts-magazines, monographs, materials of scientific conferences, etc.

It is known that reading special literature is a form of text-mediated verbal written communication for the purpose of obtaining, processing and using information in practical professional or scientific activities. Taking into account the fact that the information obtained in the course of working with special texts forms the basis for the formation and replenishment of the system of professional

knowledge, when reading such texts, an accurate, complete understanding is required. Working with foreign-language literature in the professional field is an urgent necessity for students-future specialists, since without it it is impossible to solve the actual problem of forming a widely erudite, possessing the skills of research work, whose professional training would integrate the latest achievements of domestic and foreign scientific thought. As experience shows, students of an economic University, future specialists in a particular economic field, when reading literature on a specialty in a foreign language, face difficulties due to an insufficiently formed command of the foreign-language terminological apparatus of the studied area of knowledge. The most important tool for helping to understand the semantics of foreign language terminology is bilingual or multilingual terminology dictionaries. They play a significant role in professional inter-language communication, because they are actually guides to the conceptual and terminological world of the specialty with their own socio-cultural shell, peculiar catalysts for an adequate understanding of foreign language terminology, which, ultimately, has a positive effect on the effectiveness of professional communication in a foreign language.

The importance of developing bilingual and multilingual terminology dictionaries is determined by the presence of two trends in the development of scientific and technical terminology in the world that exist in dialectical unity. On the one hand, the tendency to internationalization, due to the need for standardization, unification, in this connection, the researchers highlight such an important feature of the terminology as "international recognition". On the other hand, due to objective reasons related to the development of scientific thought, there is a tendency to preserve certain features of the originality of national scientific sublanguages. A preliminary analysis of the dictionary preparation processes proposed by terminologists and lexicographers indicates the need to identify four stages of creating terminological dictionaries. At the first stage, the dictionary is designed, i.e. its type, reader's address, and main characteristics are determined. In this case, a systematized list of possible parameters is used as a kind of questionnaire, on the basis of which preliminary decisions are made on all elements of the methodological installation and composition of the dictionary, and the composition of information about special vocabulary reflected in it is determined. Currently, this stage is not always given due attention, as a result of which unexpected changes have to be made during the development of the dictionary, which affects both the complexity of its production and its quality. The result of this stage is the project of the dictionary and the method of its creation. At the second stage, the lexical material is selected and the dictionary of the future dictionary is compiled. At the

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third stage (main), a direct analysis and description of the special vocabulary included in the dictionary is carried out. As a result, the main and auxiliary pointers are formed. At the fourth stage, the dictionary is prepared for publication (editing, clarifying and checking the reciprocity of links, etc.). Creating dictionaries that describe the terminology of economic sciences is associated with significant difficulties that arise when trying to organize and unify the corresponding terminology. Representatives of the same profession, who live in different countries and speak different languages, have a system of ideas about the structural organization of the corresponding professional sphere, about the subordination that exists in it, and about the functions of individual components of this structure.

In the process of interaction at the professional level, there is a need not only to be confident enough to navigate in someone else's structure, but also to correlate it with your own (for example, when translating, when you need to choose an equivalent). Unfortunately, our textbooks rarely use tasks to compare the relevant professional areas in their own and foreign-language culture. Some authors prefer to "immerse" users of the manual in a different environment, without throwing bridges to the national environment. But this type of task allows you to solve several tasks at once:

- provide an opportunity for students to demonstrate their knowledge of the specialty;
- stimulate comparison of the same fragments of reality in the interpretation of different cultures, search for analogies and differences between them;
- teach to explain to a representative of a different culture the peculiarities of their own professional sphere and select the necessary language tools for this purpose. Following the principle of interrelated language learning, the goal of which is to create comfortable conditions for effective teaching of three languages at the University, as well as two main factors: intercultural communication and bilingual situation in the country, determined the need to create a trilingual educational terminology dictionary for students studying in the specialty "Economics". The influence of practice on theory is especially noticeable in the field of educational lexicography - one of the areas of linguistics in which there is a very significant and close interaction of the principles of lexicographic description with its goals, which are completely determined by the needs of the practice of teaching a foreign language.

Having studied enough literature to create a training and terminological dictionaries, a solution was found within science that describes the theory and practice of compiling dictionaries and reference books - lexicography, supporting a possible collective activity, which, on the one hand, has an independent purpose and result (training of trilingual terminological dictionary), and on the other, if

pedagogically correct organization, can serve as a test of formation of reader's competence. We use the basics of all these sections to organize students' collective work on educational terminology dictionaries as secondary products created as a result of reading texts. One of the main tasks of future lexicography is to respond faster and more regularly to innovations and changes in the language.

Currently, educational lexicography is being released for the first roles. The creation of methodically based lexical minimums, highly specialized, terminological dictionaries for the needs of the educational process, the description of national and cultural characteristics of a particular language within the framework of cultural disciplines-all this remains relevant and necessary. School dictionaries is manifested in the composition of vocabulary, selection, placement, methods of presentation and interpretation of linguistic information, language, presentation, length, design. The educational dictionary has 3 functions: educational, reference, and systematizing. They also have functions that are typical for dictionaries of all types: informative and normative. The term "educational terminology dictionary" was formulated in the course of the work on the basis of typological classification of dictionaries according to lexicographic canons and taking into account the variety of existing forms of presentation of language material in reference books, both paper and electronic. The educational dictionary is directly related to the educational process, and its main purpose is to provide reference information for a certain category of students. Borrowing the best characteristics and features from various specialized dictionaries, educational lexicography creates and develops its products, following its main principle-orientation to the recipient, or, in other words, taking into account the user's perspective.

This activity usually started with selecting the subject of the dictionary and defining its structure. They offered their ideas, arguing them from the point of view of compliance with the direction of training, assessing their future benefits for themselves and other students. After the search database was created, students were asked to read in detail one text, the content of which and the first set of dictionary entries on it were submitted for discussion in the audience. Students practiced techniques for extracting keywords from a foreign language text, applied computer programs that allow building intelligence maps, got acquainted with the types of dictionaries and effective ways of lexicographic fixation for language learning, for working with new vocabulary and grammatical structures. Choosing key words and examining the content of texts, students noted, on the one hand, familiar topics and facts in connection with the lecture courses in their native language, and on the other hand, the lack of terminological information in existing bilingual dictionaries. In General, students

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demonstrated a high level of culture of independent work in the reading activity when creating a training user dictionary, which contributes not only to the effective assimilation of educational information and ways of carrying out cognitive or professional activities, but also to the education of such professionally and socially significant personal qualities as responsibility, initiative, creativity, and hard work. It should be noted that when compiling an educational trilingual terminology dictionary, it is necessary to follow the following criteria for selecting the lexical minimum: concreteness of the meaning of words, frequency, the principle of compatibility of the word and its word-forming ability. The given algorithm of work, applied technology, is based on a flexible change of organizational forms of work (individual, group and collective), the alternation of which allows you to achieve good results in training. In the proposed technology, first all the steps of the algorithm are performed by students individually, and then the transition to group work is carried out, when students together with the teacher discuss the found sources of texts, selected keywords, together build a

list of added lexemes in the dictionary and search for the actual meaning of the word in the corresponding language. It should be noted that individual implementation of all stages is necessary, since only after preliminary preparation, students can participate in group and collective activities or in discussions in a foreign language. Creating a search database and an educational dictionary are collective stages of work that receive a certain social assessment and are significant from the point of view of collective responsibility for their implementation.

The task of the dictionary is to provide linguistic and semantic coordination, ordering and unification of construction terminology, to help international cooperation and mutual information of specialists in the field of construction and architecture. International and national standards, technical norms, information, periodical and scientific-technical literature, project materials, encyclopedias, encyclopedic dictionaries and reference books, as well as published terminological developments and normative documents served as the source material for selecting terms and developing definitions.

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