

THE PECULIARITIES OF TEACHING ENGLISH TERMINOLOGY IN NON-PHILOLOGICAL HIGHER EDUCATIONAL INSTITUTIONS

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Abstract

Teaching English terminology in non-philological higher educational institutions is an important process for students, and this process has its own unique characteristics. This article discusses the significance of English terminology in non-philological fields and its role in the educational process. Learning special terms in English is essential for students to be successful in their future professional activities. For this purpose, contextual teaching methods, innovative pedagogical approaches, and the application of modern technologies are of great importance. Additionally, the role of teachers is crucial in motivating students and helping them assimilate terminology in their specific fields. In this article, we will analyze the main methods of teaching English terminology and their effectiveness.

Keywords

English language, terminology, pedagogical methods, contextual teaching, innovative technologies, educational process, specialized fields, effectiveness, active teaching, assessment strategies, communication, global communication.

Today, the English language is recognized as one of the main tools of global communication. Its importance is increasing not only in philological fields but also in non-philological higher education institutions. Knowing special terms in English is one of the essential conditions for students to succeed in their professional activities. The teaching of English terminology in non-philological higher educational institutions has unique characteristics, reflecting the complexity and multifaceted nature of this process.

The process of teaching English terminology in higher education involves several stages. First of all, students need to learn terminology related to their specific fields. For instance, for students studying in engineering faculties, mechanical terms are very important. The use of contextual teaching methods is effective during the process of learning such terms. In the educational process, the

task-based learning method proposed by David Nunan encourages students to participate actively and prepares them for real-life situations.

The application of innovative pedagogical methods is also important. Incorporating modern technologies into the educational process creates new opportunities for students. For example, through online platforms, students can access specialized materials. This enhances their independent working skills. As Chapelle noted, "technology enriches language learning with new opportunities." The role of teachers is also very important. Their task is to motivate students and increase their interest. The assessment strategies used by teachers are crucial in determining students' levels of assimilation of terminology. Through formative assessment methods, students can reinforce their knowledge.

In non-philological higher education institutions, there are several key methods for teaching English terminology. Among them:

1. Contextual Teaching: This method allows students to apply terms in real-life situations. Through this method, students learn to apply theoretical knowledge in practice. For instance, engineering students use technical terms when developing projects. This helps them prepare for their professional activities.

2. Task-Based Teaching: Encourages active participation from students and prepares them for real-life situations.

3. Application of Innovative Technologies: Provides students with access to new materials and enhances their independent learning skills.

The task-based teaching method proposed by David Nunan encourages students to actively participate. Through this method, students learn to apply language when completing real-life tasks. For example, during the process of preparing a project in groups, students use specialized terminology, and this process enhances their communication skills.

Incorporating modern technologies into the educational process creates new opportunities for students. Through online courses and interactive platforms, students gain access to specialized materials. As Chapelle emphasized, "technology enriches language learning with new opportunities." This encourages students to work independently and expands their knowledge.

Teachers play a crucial role in enhancing student motivation and sparking their interest. Their task is to provide students with engaging and useful materials. Additionally, it is important to monitor student progress through assessment strategies. Formative assessment methods allow students to reinforce their knowledge.

Assessment strategies are essential in determining how well students have assimilated English terminology. Unlike traditional exams, performance-based

assessment methods evaluate students' capabilities in practical tasks. As Black and Wiliam pointed out, "formative assessment allows students the opportunity to develop their knowledge."

All of these factors contribute to achieving effective results in teaching English terminology in non-philological higher educational institutions. The process of teaching English terminology in non-philological higher education is a complex and multifaceted activity. Through the methods and strategies discussed in this article, students can effectively assimilate specialized terms in English. By applying contextual teaching, task-based methods, and innovative technologies, students not only develop theoretical knowledge but also practical skills. The role of teachers is also very important, as they are crucial in motivating students and increasing their interest. Assessment strategies help determine student progress. As a result, the process of teaching English terminology in non-philological higher educational institutions serves to develop not only language proficiency but also professional skills. In the future, there is a need to explore and implement new methods for teaching English terminology, which will help students succeed in the global communication arena.

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