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SOI: [1.1/TAS](https://doi.org/10.15863/TAS) DOI: [10.15863/TAS](https://doi.org/10.15863/TAS)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2021 Issue: 01 Volume: 93

Published: 30.01.2021 <http://T-Science.org>

QR – Issue



QR – Article



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TERMINOLOGY AT AGRARIAN UNIVERSITY IN RUSSIAN LANGUAGE

Abstract: The article discusses the methodological work on the assimilation of terms as one of the most important components of the educational process. The need for the formation of future specialists in the agrarian sphere of skills in working with literature in Russian is recognized.

Key words: Russian language, terms, terminology, agricultural, student.

Language: English

Citation: Ashirmatova, M. J. (2021). Terminology at Agrarian University in Russian language. *ISJ Theoretical & Applied Science*, 01 (93), 350-352.

Soi: <http://s-o-i.org/1.1/TAS-01-93-58> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.01.93.58>

Scopus ASCC: 1203.

Introduction

The Russian language in a non-linguistic university is of great importance for the formation of a comprehensively developed and competent specialist. The formation of professional communicative competence is due to the replenishment and expansion of the required vocabulary of students. When teaching the Russian language, special attention should be paid to the selection of terminological material, including when teaching students of an agricultural university. Agrarian science, like any other science, has its own subject of study, its own concepts and categories. The dictionary of agricultural texts consists of general literary words and terms. In addition, words with an ending meaning. It should be noted that words with a terminative meaning also include common literary units, but in this context, they acquire the meaning of a term, i.e. words acquire a specific coloration characteristic of a given branch of science. "Formally, the presence of one and the same word in dictionaries reflecting the vocabulary of the colloquial, every day or generally accepted and scientific styles of speech does not give the right to consider this word known, learned, since in scientific texts it is a different word. He uses his own terminology to formulate laws, theories, to describe and explain agricultural phenomena. Agricultural terms are the exact names, "names of concepts" of objects, their properties,

phenomena and work processes. Successful mastery of the language of agricultural science contributes to the formation of knowledge in the new terminology introduced in the lesson. Methodological work on the assimilation of terms should be considered as one of the most important components of the educational process. The main goal is to assimilate the terminological vocabulary of this subsystem of the language, which allows not only correctly perceive the scientific text, but also actively use the words-terms when constructing your own sentences in a communicative sense. This work should be included in a holistic system of work on the formation of linguistic (lexical) and speech skills. Previously learned word-term must be included in new contexts, in new situations, in different areas of subject-logical relations for repeated repetition. It is important to provide,

a) That the variable word is repeated not in any one form, but in all the most common forms;

b) so that non-thematic and commonly used, inter-style words are repeated in different speech spheres, mobilized as much as possible when working on different topics, contributing to the creation of a conscious transfer skill;

c) that thematic and situation ally fixed words are updated in possible combinations within the framework of a particular topic or situation, but that attention was drawn to the impossibility of

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transferring them to other speech spheres, if it is impossible by language standards.

The lexical skill at any level of knowledge of a language unit involves the development of a strong two-way relationship between form and meaning. Awareness and understanding are important determinants of the accumulation of knowledge and the formation on their basis of relevant skills, which are achieved by repeated repetition. The stages of introduction and somatization of terms and terminological combinations correspond to the preparatory and familiarization stages of the formation of the skill. The activation of the terminological unit in speech is achieved by repeated repetition and imitation of the statement based on training and speech exercises. Following the stage of semantization and presentation of compatible and other characteristics of the term, you should again go to the text, analyze the scope of its use, demonstrate the degree of functioning of the text in similar situations, and then organize the student's reproductive speech actions at an independent level. Note that the text serves as the organizing core of all stages of the formation of the terminological skill.

The main goal of the first stage is the assimilation of terminological vocabulary. To achieve it, it is necessary to create conditions for the transfer of existing lexical skills to terminological units. The main objectives of this stage are the formation of skills to distinguish a term from a non-term, the creation of conditions for the assimilation of the terminology of a physical specialty. To solve these problems, it is necessary to carefully select texts in the specialty from the point of view of the representation of terms and terminological combinations in them, to conduct their lexicographic development, which would contribute to the comprehensive somatization of terminological words, demonstrating its compatibility. In addition, a

system of exercises and tasks should be developed that would help the effective solution of tasks.

The second stage is more complicated both in terms of goals and objectives, and in the number of terminological units absorbed in it. The main goal of this stage, we consider the assimilation of the main lexical-semantic terminological paradigms with generic meaning. The main task at this stage is the formation of specific terminological abilities and skills related to the development of these units, the formation of skills to highlight the terminological combination in the text, differentiating them from free phrases and type compatibility of the term, as well as the ability to independently discover the terminological combination based on analysis its components, the use of terminology in speech.

The main goal of the third stage is the mastery of the highly specialized terms of the agricultural specialty, as well as professional speech. The objectives of this stage are: the formation of skills on the use of highly specialized terminological units in speech; familiarity with the structure of the terminological system of the sublanguage of physics, hierarchical connections within the terminological system, permeating it from top to bottom; the formation of skills to analyze the morphological structure of the derived term; derive the meaning of the term on the basis of knowledge of its components and the assimilation of the most productive word-formation models; familiarity with the specifics of the functioning of the term, the definition of the main areas of their application. The methods of introducing special physical vocabulary that we highlighted seem to be fundamental, allowing us to introduce terminology into the speech of students of a non-linguistic faculty purposefully when teaching the Russian language.

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