

LINGUODIDACTIC FOUNDATIONS OF TEACHING SPECIALIZED TERMINOLOGY IN ENGLISH

Axmedova Dilnoza Anvarovna

Qo‘qon davlat universiteti tayanch doktoranti

Abstract

The teaching of specialized terminology in English has become increasingly important due to globalization, academic mobility, and the growing demand for professional communication skills. Specialized terminology constitutes the core vocabulary of professional discourse and enables learners to participate effectively in specific fields such as medicine, engineering, law, economics, and information technology. This article examines the linguodidactic foundations of teaching specialized English terminology, focusing on theoretical principles, pedagogical approaches, and effective instructional strategies. The study highlights the role of communicative competence, contextual learning, and cognitive approaches in facilitating terminology acquisition. Furthermore, it discusses challenges encountered by learners and teachers and proposes recommendations for improving terminology instruction in English for Specific Purposes (ESP) courses.

Keywords: Linguodidactics, specialized terminology, English for Specific Purposes, vocabulary acquisition, professional communication, terminology teaching.

Introduction

In contemporary language education, the acquisition of specialized terminology has become an essential component of professional language training. As English serves as the primary language of international communication, students and professionals are expected to master not only general language skills but also the terminology relevant to their disciplines. The effective teaching of specialized terminology requires a linguodidactic framework that integrates linguistic theory with pedagogical practice.

Linguodidactics, which studies the principles and methods of language teaching and learning, provides a theoretical basis for organizing terminology instruction. Through a linguodidactic approach, learners can develop the ability to understand, use, and retain specialized vocabulary in authentic professional contexts.

Linguodidactics emerged at the intersection of linguistics, psychology, pedagogy, and methodology. It investigates how language knowledge is acquired and how instructional processes can facilitate language development. The linguodidactic approach emphasizes several key principles:

1. **Systematicity** – language elements should be taught as interconnected components of a system.
2. **Communicativeness** – language learning should be oriented toward meaningful communication.



3. **Contextualization** – vocabulary and terminology should be presented in authentic contexts.

4. **Learner-centeredness** – instruction should consider learners' needs, professional goals, and cognitive characteristics.

These principles are particularly relevant in the teaching of specialized terminology because professional vocabulary often functions within specific discourse communities and communicative situations.

Specialized terminology refers to lexical units that carry precise meanings within a particular field of knowledge. Unlike general vocabulary, terms are characterized by semantic accuracy, consistency, and professional relevance.

The importance of specialized terminology can be observed in several areas:

- Facilitating professional communication;
- Accessing scientific and technical literature;
- Participating in international conferences and collaborations;
- Enhancing academic and occupational performance;
- Developing professional identity.

For learners of English, mastery of terminology contributes significantly to communicative competence and professional readiness.

Terminology should not be taught in isolation. Learners understand and remember terms more effectively when they encounter them in meaningful contexts such as articles, case studies, reports, and professional dialogues.

For example, medical students can learn terms like *diagnosis*, *symptom*, and *treatment* through authentic clinical scenarios rather than through memorization alone.

The cognitive approach emphasizes understanding conceptual relationships among terms. Students should learn how terms are organized within a professional knowledge system and how they relate to broader concepts.

Concept maps, semantic networks, and classification exercises can facilitate deeper understanding and long-term retention.

In our next example, V.M.Beldiyan mentions that he used the terms linguadidactics and didactic science interchangeably, but later found out that they were different. In the current state of science, new scientific directions formed at the junction of sciences become an independent field of science, and this process is realized due to the integral connection of a new scientific direction or scientific field within a single discipline with other sciences (relative or not related). Many such processes are observed. In particular, the 20th century was a period in which many new sciences were formed in a natural state. For example, as a result of interaction between language levels and stylistics, a number of linguistic-scientific directions, collectively known as stylistics of levels or stylistics of sources, have emerged. [M. Djusupov. 2009, p.137]. The effective use of laws and methods of linguodidactics and methodology in teaching English to students of the Uzbek audience is the shortest way to achieve the intended goal [Ismailova.B. 2015, p. 58]. For good linguadidactics and methodology in the Uzbek audience, what are the tasks and goals of teaching English language, especially the pronunciation layer?

Phonetics is the beauty of foreign language knowledge and skills. Any acquired knowledge shows its appearance only with correct and fluent pronunciation. In this regard, the question arises as to what kind of field and what kind of object, purpose and aspects phonetics has. The



object of phonetics is the sound side of the language, phonetic construction. The sound side of the language includes units such as speech sounds, syllables, accent, tone (intonation, melody). The purpose of phonetics is to study the physical-acoustic, anatomical-physiological and linguistic-functional bases of phonetic units, to determine their role in language. Such a goal determines its following tasks: a) to study the laws of formation of units, such as sound, accent, melody; b) to familiarize students with the above laws and scientific and theoretical ideas related to these laws; d) identifying controversial issues related to the phoneticphonological system, reacting to them; e) formation of phonetic analysis skills among students; f) to give students brief information about phonetistsphonologists who worked in this field.

The linguodidactic foundations of teaching specialized terminology in English are based on the integration of linguistic, cognitive, and pedagogical principles. Effective terminology instruction requires contextualized learning, communicative practice, cognitive engagement, and interdisciplinary cooperation. As professional communication increasingly relies on English, the ability to understand and use specialized terminology has become a critical component of language education. By applying linguodidactic principles, educators can enhance learners' professional competence and prepare them for successful participation in international academic and occupational environments.

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