



MOTIVATION AND NEEDS FOR LEARNING A FOREIGN LANGUAGE AMONG STUDENTS OF TECHNICAL SCHOOLS

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Abstract

This scientific article explores the application of mining terminology in a database, enhancing students' communicative competence. The high level of use of communicative forms of mining terminology, the active use of practical and theoretical experiments, has yielded scientific results. As is known, the primary goal of the student is to motivate students in the field of mining to take English lessons based on the tasks of the subject program. In addition, students engage in project-based learning, creating terms, which enables them to enhance their knowledge and skills by integrating their understanding of mining sciences with the mining industry and the English language. Improving students' knowledge and skills in mining in English is based on the principle of systematically selecting critical components of communicative competence, focusing on scientific topics and single-component and multi-component terms and expressions. Databases establish the extraction of terms from various mining texts and strengthen the development of a procedure for their interpretation.

Keywords: Technical direction, foreign language education, communicative competence, mining terms, learning motivation, professional English, electronic dictionaries, interdisciplinary integration, project-based learning, database.

Introduction

Our country's need for technical fields is one of the requirements for studying the mining industry in foreign languages, in a modern communication environment based on foreign experience, and knowing the conditions of this industry. In particular, if we pay attention to terminology from a methodological perspective, improving knowledge and skills related to mining education is one of the pressing issues.



Navoi State University of Mining and Technology, the only one in Central Asia, has developed a new language teaching model in the field, that is, a method of education through terminology in the mining industry.

These introduced methods for teaching English to students in the educational process create new technologies for using practical knowledge in the mining industry at two stages (general and industry-oriented). To this end, conducting mining science for students in English at an industry-oriented stage will further enhance their knowledge and skills, revealing their creative potential in the process of acquiring knowledge.

Therefore, the exchange of international and national scientific and technical expertise in mining is becoming increasingly important worldwide. Consequently, it has been proven that future engineers need to establish a scientific foundation in English, gather information from it, and refine their analytical methods to enhance their professional skills. For this, they need to improve their professional and communicative skills in English during their studies.

The primary objective of this study is to teach mining specialities using an innovative method of learning English, focusing on terms, to enhance students' communicative competence. The goal is to provide a cognitive terminology technology that helps to increase student knowledge.

To achieve this goal, the teacher's methods and technologies in teaching English should be based on the effective use of traditional techniques and innovative ideas. In this case, students who have passed all the necessary stages and who use extracurricular activities will also be effective. Thus, it is crucial to develop specific knowledge and skills in the mining field, enabling students to find valuable solutions to particular tasks in the speech activity, and to receive information in English.

Professionally oriented knowledge is suitable for students of mining sciences to learn English terms and meets all the requirements of communicative competence. The usefulness of mining literature for students lies in its professional orientation and the fact that its sources are within the mining field, creating an excellent opportunity for students to become acquainted with world achievements in science and technology. Students can analyse professionally oriented sources in English through their terminology. It is necessary to familiarise these sources with analyses, facts and scientific terms that are understandable to mining students through



methods, increase their interest in projects related to their professional activities, and increase the importance and level of mining.

As is known, the basis of students' actions is a reflection of the surrounding environment. To understand the comprehensive and complete truth about this environment, it is necessary to demonstrate that communication is professional in a particular field.

Therefore, the use of professionally oriented sources in the study of scientific and technical terms serves as a connecting element in communication between students and the industry. This principle entails a detailed description of mining terms and an understanding of the complexity of the mining industry through specialised concepts in an open, terminologically accessible format.

The basis for the successful professional study of mining industry terms presented in sources is not only the intellectual activity of students, but also their level of knowledge of the English language, life experience, and enthusiasm for the mining industry, which is characterised by its functional style of presentation. The selection of training materials for terminology that meets all the requirements of professional education, as well as the preparation of textbooks on mining science, remain urgent issues.

The study of terms should have a purpose: to find some necessary information in the mining industry in a specific situation, to analyse the provision of dictionaries, and to create a mobile application and platform for terminological dictionaries. Therefore, when completing assignments, the student must identify terms in texts related to the industry. Analysis skills can be developed, but they may not be fully realised.

The analysed sources, the impact of mining terms on the process, the effect on activity, and the design method should be based on a specific situation. This should be done through a certain level of data analysis. For example, in mining, as an object of management, terms are used to explain certain situations, ideas and concepts. It is necessary to analyse control tasks based on their functional and methodological characteristics.

In conclusion, it should be noted that the development and use of a system of terms during the activities of students studying in the mining direction, in the analysis of professionally oriented foundations, in ensuring the level of knowledge of the English language, will be more effective and qualitative, improving professional



and communicative skills. The lexicographic use of terminological dictionaries and their division into groups based on the level of explanation will enable all students to verify their understanding of professionally oriented terms simultaneously. The need to save time and use it to complete tasks has been proven during the analysis.

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