



GUIDELINES FOR TEACHING FOREIGN LANGUAGE MINING TERMINOLOGY USING COMMUNICATIVE AND COGNITIVE TECHNIQUES

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Abstract

In order to build future mining engineers' professional-oriented communicative ability, teaching mining terminology is a crucial duty. The principles of using a communicative-cognitive strategy to teach foreign-language mining terminology are examined in this article.

This article discusses the general didactic, particular methodological, and linguistic-methodological concepts that underpin the use of a communicative-cognitive approach to teaching foreign language terminology to mining students.

Keywords: Communicative approach, cognitive approach, mining terminology, speech activity, didactics, English for professional reasons, and foreign language teaching concepts.

Introduction

One of the most crucial objectives in fostering future mining engineers' professional-oriented communicative ability is teaching them mining terminology. Terms are linguistic units that make up utterances, provide the knowledge component of information, and are a part of specialists' productive and receptive vocabulary.

There is little practical use in the formal preparation of terminology lists separate from professional speech communication, translation, and the subsequent mechanical memorization of terms from these lists: When reading and interpreting academic works, the potential for authentic dialogical communication, the efficiency of professionals' collaborative efforts is severely constrained, and the required vocabulary is acquired receptively rather than effectively.



The development of mining students' professional communication skills—which include improving their capacity to speak successfully in a foreign language in a professional setting—is ensured by teaching terminology during verbal communication. The features of the native language must be considered when teaching mining terminology. This aids in the development of a unique speech culture in both the foreign and native languages, helps one avoid mechanical and unnatural translations of phrases and, more generally, texts that are crucial for comprehension, and enables one to comprehend the peculiarities of communicating the semantic content of terms using appropriate linguistic means.

Discussions and Terminology

The productivity of a foreign language teacher for specific purposes depends both on their knowledge of the necessary language material and on their ability to use it in speech, explain this material, and facilitate its assimilation by students, as well as their awareness of not only teaching practice, but also the theory and history of linguistics, terminology, and general erudition.

The collection of words and phrases that indicate thoughts and realities in certain fields of study and professional activity is known as terminology. Nominative terms (names) are linked to the act of perception or representation, whereas definitive (conceptual) terms are linked to the designation of objects of reality in relation to the act of cognition. A unique area of study that is pertinent to terminology itself as well as the practical instruction of both native and foreign languages is the scope and content of definitions of the meaning of the word "term," terminology as a tool for performing cognitive and practical tasks, terminology as a component of professional communication, and terminology as a part of a language's lexical system.

The required minimum content of foreign language instruction for students pursuing mining specialties includes terminology, which is a component of language proficiency. The ability to carry out professional verbal communication in accordance with its conditions and the intentions of its participants—communicators—is a sign of an adequate level of communicative competence among specialists. This requires not only knowledge of the pertinent terminology but also the practical ability to apply it in speech.



The foundation of the communicative method of teaching specialized language is the utilization of real-world communication scenarios where certain phrases are employed. During specialized training at a university, foreign language teachers create a variety of foreign language courses for professional-oriented goals, which includes the targeted acquisition of the appropriate foreign-language professional terminology. The units used to choose and arrange language content are called authentic texts. Statements in the form of sentences that are pertinent to the circumstance and directed at the communicators—the speech participants—are the units of speech communication. Words and phrases, including unique and extremely specialized mining terms, are the structural and semantic units of statements.

The following phases of the learning process are reflected in the condensed format of specialized foreign language courses: introduction of language content, consolidation, and assessment. The authors of the course choose and arrange the essential minimal vocabulary and create instructional strategies that guarantee rapid and permanent mastery of it. Students must concurrently raise their level and sublevel of communication competence in order to acquire terminology efficiently. Simultaneously, the judicious choice and arrangement of instructional resources, exercises, teaching aids, and productive extracurricular and classroom activities support the development of both the required skills and abilities for speech activity as well as the intended formation of terminological skills and abilities.

The following broad didactic ideas serve as the foundation for teaching terminological vocabulary: 1) instruction in education; 2) scientificity and the relationship between theory and practice; 3) awareness and action; 4) lucidity; 5) consistency and systematicity; 6) accessibility; 7) longevity of knowledge, skills, and abilities; 8) a blend of individual and group learning; 9) hard learning .

The use of the educational training concept entails the use of focused pedagogical influence in order to help students develop diligence, perseverance, discipline, and conscientiousness in order to master the course material.

Instilling in students a sense of responsibility for their foreign language education is also one of the most crucial things a teacher can do, since it is a necessary condition for the successful completion of their future professional endeavours.

The principle of scientificity and the connection between theory and practice involves teaching foreign language terminology based on dialectical laws (unity



and struggle of opposites, transition from quantitative to qualitative changes, negation of negation, cause-and-effect relationships), achievements in linguistics, pedagogy, linguistics, psychology, and the application of such methods of scientific knowledge as observation, experimentation, and pedagogical measurement.

The principle of conscious and active learning is implemented through both prepared and unprepared speech activities using the necessary linguistic means, including the necessary terminology.

For professional reasons, a foreign language instructor must deliberately cultivate in their students the mindset necessary to become proficient in the language. The internal motivator of this mindset—a significant drive rooted in the internal need to be able to communicate professionally in English—is the foundation for putting it into practice. Establishing a clear knowledge of specialized terminology, its deliberate semanticization, and its application in communication exercises constitute the educational principle of clarity.

Dosing the volume of educational materials, including the number of terms to be learnt through use in both prepared and spontaneous speech (about 20 units of specialized terminology every academic hour-long course), ensures that the accessibility concept is upheld. Speaking and listening require adherence to the retention concept of knowledge, skills, and abilities. This idea is put into practice not just by requiring a specific number of conscious repetitions, which is typically represented by the number "5", but also by establishing an emotional context that encourages pupils to speak actively and increases cognitive activity. An ideal mix of frontal, group (in pairs, threes, and fours), and individual work is used to implement the idea of blending individual and collective learning.

The goal of teaching at a high level of difficulty is to develop students' potential abilities, attention, memory, thinking, volitional qualities, and interest in learning a foreign language for professional purposes. This is achieved by repeatedly repeating teaching strategies and learning activities. Both systematic assimilation based on conscious repetition in various exercises and involuntary assimilation—through association creation, mnemonic devices, and the principle of repetition—are methods used to memorize and maintain concepts in memory. Terms can be memorized and retained through both involuntary direct conversation, which is essentially an exercise in practical language ability, and organized assimilation based on conscious repetition in various exercises.



Conclusion

In conclusion, it should be noted that a high level of communication competence among mining specialists is manifested in the ability to optimally conduct professional verbal communication in accordance with its conditions and the intentions of its participants-communicators, which requires not only knowledge of the relevant terminology, but also the practical ability to apply it in speech.

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