

METHODOLOGY OF TEACHING TERMS OF GEOGRAPHICAL OBJECTS IN ENGLISH

Nilufar Isakulova

Doctor of Pedagogical sciences, Professor
The Uzbek State University of World Languages
Tashkent, Uzbekistan

Abstract: This article describes the methodology of teaching geographical terms in English. The terminology of each field of knowledge is based on the conceptual connections of professional knowledge. Also, the characteristics, diversity of species, meaning, application, tendencies of toponyms related to geographical objects are considered. Methods of teaching terms in the educational process are analyzed. "Blitz-survey", "Classification table", "Cluster" methods were used in teaching terms related to geographical objects in English.

Key words: geographical objects, terms, terminology, sectoral terminology, professionally oriented texts, teaching methods, interactive methods, "Blitz-survey" method, "Classification table" method, "Cluster" method, toponym.

Introduction

The terminology of each field of knowledge is based on the conceptual connections of professional knowledge. Terminology as a set of systematic terms thus limits and verbally corrects the system of concepts in a particular field of knowledge. It also focuses on the analysis of the answer to the question of what are toponyms. This terminological unit often appears in our lives, but we may not be aware of its proper use.

The main results and findings

Geographical objects - are integral and relatively stable products of the Earth, whether present or in the past, and characterized by a specific location, of natural or artificial origin. In the article we will consider the features, diversity of species, meaning, application, tendencies of toponyms related to geographical objects. There are many different classes of toponyms related to geographical objects (see Table 1):

Table 1.

Classes of toponyms [10]

№	Classes of toponyms	Terminological units
1.	Oronyms	names calling mountains
2.	Speleonyms	language units called caves
3.	Ladies	used to name restricted locations. They differ in natural and administrative burials
4.	Urbanonyms	names for inner-city objects
5.	Agronymy	square names
6.	Godonyms	street names
7.	Doronims	names that represent communication paths
8.	Oykonimlar	place names
9.	Commons	names of rural-type settlements
10.	Astonyms	signs of cities
11.	Hydronyms	names of hydrological objects, including the concepts of potamony, limnonym, oceanonym, pelagonim and gelanym

Geographical objects are divided into two major groups: natural and man-made. Natural geographic features include mountains, plains, seas, and rivers. Man-made geographical objects include cities, bridges, factories, canals. Working with field terms is an important part of the learning process and should be done continuously at all stages of learners' learning. These are terminological works that form the basis for the formation of specialist language and other professional and communicative competencies.

A study is required to compile, systematize the names of various geographical, historical, entographic objects of the country, to classify the names of geographical objects. Dictionaries in different languages help to study the names of geographical objects around the world. Including, "Dictionary of modern geographical names", "Dictionary of geological terms on-line", "Wonders of nature: reference book", "Towns and sites: Encyclopedic reference book", "Geographical dictionary of Internet resource", " prirode i zashchite okrujayushchey sredy "and others in 4-5 languages [2, 3, 4, 6, 7, 8, 9].

The following methods of teaching the following terms are recommended in the learning process:

1. With the explanation, the teacher introduces the term, writes it on the board or shows it on the screen, and students correct it in notebooks, the term is explained orally or in writing (for this purpose students are offered a special dictionary-notebook). The technique of pronouncing the term aloud several times allows you to practice its correct pronunciation.

2. The method of determining the semantics and etymology of a term is especially important in the study of the term of origin in a foreign language. Knowing the origin of the term, it is necessary to connect its semantic meaning with the translation into the native language. For example, in an independent analysis of the terms "biocentrism" and "anthropocentrism", learners find that they are complex words composed of Greek and Latin words: in the first case, they are bios (life) and centrum (center), in the second - anthropos (person) and centrum (center). In addition, students independently compare the concept of "ecology" with terms, which has a positive effect on the memorization of not only terms but also concepts. It is an analytical and synthetic method of terminological work.

3. The same terms are used in different learning situations when learning new material or at other stages of the classroom system: raising problematic issues that have been announced by the teacher, noted, used in practical work, and independently expressed by students.

This method can be used when working with foreign terms of two or more words, for example, when creating problematic issues and situations in practical exercises. For example, students are given the concepts of "environmental crisis" and "environmental disaster." "Ecology" (translated from Greek as "home, dwelling, dwelling"), "crisis" (biosphere and the state of the environment that threatens man), and "disaster" (translated from Greek as "overthrow, overthrow, death" - an event that occurred as a result of a natural or man-made emergency, resulting in the death of people or irreparable consequences in the history of the

object). After discussing and mastering the terms, the teacher suggests linking the concepts of “environmental crisis” and “environmental disaster” based on the terms. Learners will also be asked to discuss: what actions of the world community can bring humanity out of the ecological crisis?

4. An effective way to work with terms at the stage of consolidating students’ knowledge is to create a cluster. Cluster is a graphical method of systematizing material by separating semantic units of text. The blocks contain brief information, the arrows indicate the cause-and-effect relationship. Cluster: involves separating the semantic units of a text and its graphic design into a cluster. This is important in the text you are working with:

1. Highlight a basic semantic unit in the form of a keyword or phrase (topic).
2. Explain the semantic units (information terms) associated with a keyword.
3. Identify terms with the ideas and facts in the information being studied.

5. Comparative tables help to systematize terms and draw parallels between events, happenings, or facts [1].

Time			
Joy			
Description			
Designation			

Online training of sectoral terms is as follows:

- 1) presentation of new vocabulary;
- 2) automation of lexical skills;
- 3) organization of repetition of the studied terms and control of students [5].

Popular platforms for the organization of distance learning in the teaching of industry terms will also be selected (Table 2.):

Table 2.

Platforms that organize distance learning

№	Platforms	Functions of platforms
1.	Zoom	the most popular platform for organizing audio and video conferences
2.	Moodle	an e-learning system that includes a range of tasks to teach students
3.	Google Classroom	Google online service to organize distance learning
4.	CORE	An online platform for creating, developing and delivering course materials
5.	Coursera	the largest online portal for various training programs

Traditionally, in the methodological literature it is common to distinguish three stages of work with professionally oriented text: pre-text, intra-text and 3) post-text. It is advisable to recommend the following tasks for the above-mentioned stages of working with professionally oriented texts (Table 3)):

Table 3.

A system of assignments for working with professionally oriented text

№	Stages of working with professionally oriented texts	The purpose of the stages	Assignment system
1.	received the text	to understand the communicative component of the presented material, to understand the linguistic and socio-cultural difficulties	1) identify the main theme of the text in the picture; 2) find synonyms; 3) find antonyms
2.	in the text	determine the level of comprehension of the text	1) read the text, choose the appropriate picture; 2) read the text and answer questions; 3) fill in the cognitive map after reading the text; 4) find the title of each paragraph of the text; 5) express the main content of the text in one sentence; 6) read the text and divide it into parts; 7) find a synonymous sentence within the text;

			8) find a generalizing sentence in the text
3.	after the text	identify the text of primary and secondary information	1) give examples from the text confirming that it is a term ...; 2) explain why ...; 3) explain the reason ...; 4) fill in the gaps in the sentences; 5) add the beginning / end of a sentence; 6) description

Conclusion

The method of "Blitz-survey" was used in teaching terms related to geographical objects:

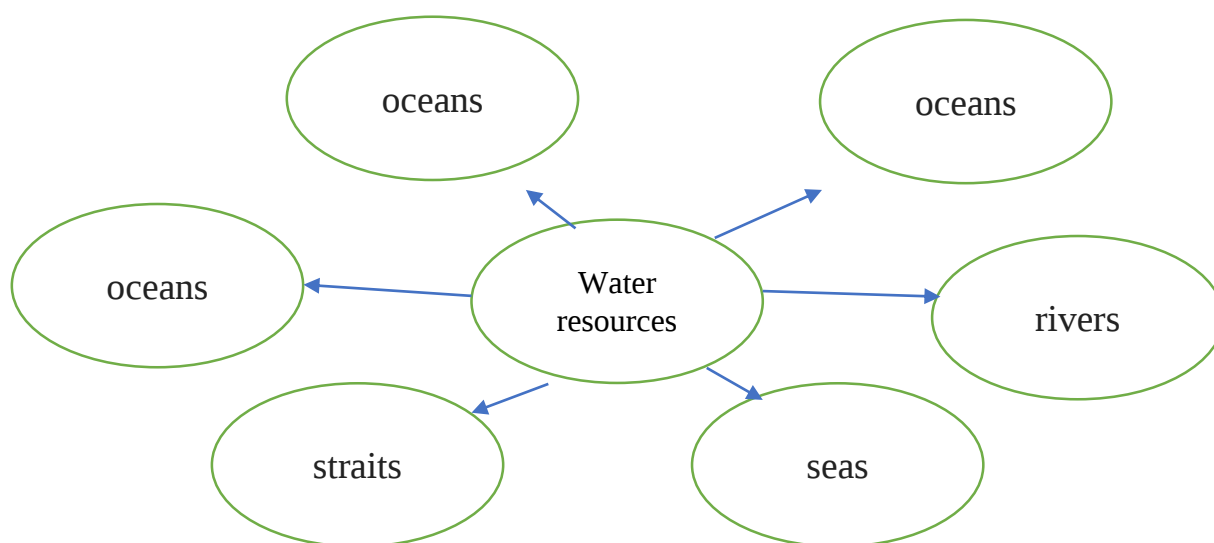
Grop's estimation	Grop's mistake	Correct answer	Personality mistake	Personality estimation	The terms	The terms
		7			Type of settlements	atlas, climate, hemisphere, latitude, longitude, map, temperature
		6			Geographical points	(volcanic) eruption, conflagration, earthquake, fire, flood, hurricane, tornado / twister, tsunami
		5			Types of land	bay, beach, coast, continent, estuary, gulf, island, peninsula
		4			Water resources	canal, lake, ocean, ocean current, pool / pond, river, sea, spring, stream
		3			Beach, coasts	desert, equator, forest, highlands, jungle, lowlands, oasis, swamp, tropics, tundra
		2			Cataclysms	cape, cliff, glacier, hill, mountain, mountain range / mountain chain, pass, peak, plain, plateau, summit, valley, volcano
		1			Others	area, capital, city, country, district, region, state, town, village

The names of geographical objects beginning with the article are studied on the basis of the method of "Classification table":

Cardinal points	Poles, hemispheres	Regions	Countries
the North the South the East the West	the North Pole the South Pole	the Far East the north of Canada the Middle	the Philippines the Netherlands the United States of America

	the Western Hemisphere / the western hemisphere	the Highlands	the United Arab Emirates the Baltic States
--	---	---------------	---

The "Cluster" method is used to study the terms related to geographical objects (oceans, straits, seas, rivers, canals/channels, currents):



References:

1. 5 effective techniques of terminological work. Electronic resource: 5 effective methods of terminological work - EduNeo Date of access: 11/17/2021.
2. Geographical directory. Electronic resource: <http://www.rui-tur.ru>. Date of access: 13.10.2021.
3. Cities and capitals: Encyclopedic reference book. Electronic resource: <http://www.bibliotekar.ru/encGoroda/>. Date of access: 13.10.2021.
4. Catalog of Internet resources about nature and environmental protection. Electronic resource: <http://www.priroda.ru/list/> Date of access: 13.10.2021.
5. Miloserdova E.M. Methods of teaching professional terminology in the context of distance learning // Bulletin of the Tambov University. Series: Humanities 2021. - T. 26. - No. 193. - P. 120-125.

6. Dictionary of modern geographical names. Electronic resource: <http://www.igras.ru/index.php?r=169>. Date of access: 13.10.2021.
7. Dictionary of geological terms on-line. Electronic resource: <http://dic.academic.ru/contents.nsf/geolog/>. Date of access: 13.10.2021.
8. Dictionary of geographical terms. Electronic resource: http://www.glossary.ru/cgi-bin/gl_paph.cgi?R4uu4Prgtlyg!Hlsr9). Date of access: 13.10.2021.
9. Terminology. Electronic resource: Terminology - Wikipedia (wikipedia.org). Date of access: 13.10.2021.
10. What are place names? Meaning, origin, examples. Electronic resource: <https://www.syl.ru/article/369486/cto-takoe-toponimyi-znachenie-proishojdenie-primeryi>.