

THE METHODS OF TEACHING SPECIAL LITERATURE IN FOREIGN LANGUAGE LESSONS (BASED ON MATERIALS OF ARCHITECTURE)

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Abstract: The article analyzes special literature specifications, texts and terms related to architecture, and their translation methods. In this article, it is explained in English that the terminology in the field of architecture and construction is fully mastered by certain Arabic, Persian, Greek and Latin languages and their alternatives are unfocused.

Key words and expression: terms, terminology, Arabic and Persian attributes, non-equivalent vocabulary, field, specialized, architecture and construction

Аннотация. Мақолада чет тилида мутахассисликка оид махсус адабиёт таҳлили меъморчилик соҳасига оид матн ва терминлар, уларни таржима қилиш усуллари орқали ёритилади. Меъморчилик соҳасига оид матн терминологиясини ўқитишда муайян терминларнинг араб, форс, грек ва латин тилларидан тўлиқ ўзлаштирилганлиги ва уларнинг муқобилсиз лексикага эга эканлиги очиқ берилган.

Таянч сўз ва иборалар: термин, терминология, арабча ва форсча ўзлашмалар, муқобилсиз лексика, соҳа, ихтисослашган, меъморчилик.

Аннотация. В статье освещены тексты и термины на иностранном языке по специальной литературе, относящиеся к архитектуре. При обучении терминологии текстов, относящейся к отрасли архитектуры было раскрыто полное заимствование конкретных терминов из арабского, персидского, греческого и латинского языков и наличие в них неальтернативной лексики.

Опорные слова и выражения: термин, терминология, арабские и персидские заимствования, неальтернативная лексика, отрасль, специализированный, архитектура.

Nowadays there are new requirements for professionals of all spheres of human vital activity. Every specialist have to know English language, because English became world-wide instrument of communication. Especially, being highly qualified in terminology of own specialization sphere in English – this is what the real time society needs. Every government tries to reach international level of development and go to world stage, Uzbekistan is not an exception. Our higher education establishments pay great attention to teach specialists professional English, making accent on terminology.

The researches' show that words which is using in texts classified at four steps. They are describes as following step:

Step 1. Words such as function words that have a meaning that has no particular relationship with the field of civil engineering and architecture, that is, words independent of the subject matter. Examples are: *the, is, between, it, by, 12, common, commonly, directly, constantly, early, and especially.*

Step 2. Words that have a meaning that is minimally related to the field of civil engineering and architecture they describe the positions, placement, or features of the building. Examples are: *structure, materials, part, forms, surrounds, surface, units, space, foundations, elements, associated, shape, distance, fixed, pressure, inside, functions, regions, store, collector, circulate, channels, damage.*

Step 3. Words that have a meaning that is closely related to the field of civil engineering and architecture. They refer to parts, structures or compound units of the building, such as the structure of the building and materials of the building. Such words are also used in general language. The words may have some restrictions of usage depending on the subject field. Examples are: *wall, roof, concrete, external, separately, environment, force, load, frame, ground, determine, conductivity, radiation*.

Words in this category may be technical terms in a specific field like civil engineering and architecture and yet may occur with the same meaning in other fields and not be technical terms in those fields.

Step 4. Words that have a meaning specific to the field of civil engineering and architecture and are not likely to be known in general language. They refer to structures and functions of the building. These words have clear restrictions of usage depending on the subject field. Examples are: *balustrade, bitumen felt, ceiling void, coarse aggregate, sand, reinforcement, slabs, spalling, moisture, hugge, lagom*

The rater in the main inter-rater reliability check was also a qualified and experienced ESOL teacher who is a native speaker of English. The rater's task was to assign the test words to the four steps of the scale depending on the degree of relationship of the meaning to the field of architecture and civil engineering.

The texts chosen for analysis were *Architecture and building construction; English for science and technology* (James Cumming, 2005, 1st edition) and *Learning a Second Language through Interaction* (Ellis, 1999). They were chosen because the first author has qualifications in architecture and civil engineering and applied linguistics and could thus bring specialist knowledge to bear on the classification of the words. The texts were of different lengths and were probably intended for different kinds of audiences -- the architecture text being largely intended for those new to the field while the applied linguistics text

may have been intended for those who already have some knowledge of applied linguistics. These differences undoubtedly affected the results. However, the primary purpose of the research was to see if technical vocabulary could be reliably distinguished from other vocabulary, and to gain some indication of the size and density of technical vocabularies.

We have looked at how large a technical vocabulary might be and the kinds of words that it can consist of. Let us now look at how often these words occur in specialised texts:

"...After the concrete has been given a preliminary finish by means of finishing devices incorporated in the slip-form paving equipment, the surface of the fresh concrete shall be checked by the Contractor with a straightedge device not less than 10 feet in length. High areas indicated by the straightedge device shall be removed by the hand-float method. Each successive check with the straightedge device shall lap the previous check path by at least of the length of the straightedge. The requirements of this paragraph may be waived if it is successfully demonstrated that other means will consistently produce a surface with a satisfactory profile index and meeting the 10-foot straightedge requirement specified in"

(Standard Specifications for Road, Bridge, and Municipal Construction 2014 M 41-10 Washington State department of transportation)

Thus, we can say that in word families account for 380 tokens in the construction text and 180 tokens in the applied linguistics text.

Learning technical vocabulary has some difficulty. The rating scale used in this research distinguishes two kinds of technical words - those that may occur in general non-specialized usage, and those that are largely unique to a particular specialized field. These two kinds of technical words pose different kinds of problems for learners in recognizing that a word is a technical word, and in learning technical words. The most obvious technical words are those which have Greek or Latin based forms and which do not occur outside of the specialized area.

Modern architectural terminology has been derived from Greek, Egyptian and has roots from Latin language. However, it is difficult for one to understand the meaning of those words at once. Because of the industrial development, all the nations including Egypt, China, India and Arabic countries used their own up-to-date terminologies that are formed according to language, religion and culture, which is quite obvious. For instance, "Arka" is - "Ravoq" in Arabic language but the meaning of this word and its usage in the building is the same. The Egyptian architecture is based on its great historical significance and dates back thousands of years. This is what we see in the Egyptian pyramids, which have been built in Egypt, which has been stagnant in the word community. The history in Egypt can be found in its richness, its scientific views and the books that have come to our mind. There are also some architectural terms in the Egyptian architecture. These are important in revealing in essence of the architecture of Egypt.

A mastaba, meaning "house of eternity" or "eternal house" in ancient Egyptian, is a flat-roofed, rectangular tomb with outward sloping sides that is constructed with mud-bricks.

Hypostyle halls are interior spaces in which roof rests on pillars or columns. The word hypostyle means "under pillars" and the design allows for the construction of large space – such as in temples, palaces, or public buildings without the need for arches.

Italy has a very broad and diverse architectural style, which cannot be simply classified by period or region. However, this has created a highly diverse and electric range in architectural designs. Italy is known for its considerable architectural achievements, such as the construction of arches, domes and similar structure during ancient Rome.

Buttress- a projecting mass of masonry serving provide additional strength for the wall;

Moreover, the architecture of China is as old as Chinese civilization. For example, the siheyuan (literally meaning four-sided courtyard) was the basic housing unit of Old Beijing. Chinese-

architecture also has a great deal of historic significance with its many scientific sources, books and terms. These resources, books and terms play an important role to create architectural vocabulary.

As well as Uzbekistan has also great heritage about architectural monuments and their specific terminologies. The history of Uzbek architecture dates back to millennia. An example of this is the preservation of historical monuments of Bukhara, Khorezm, Kashkadarya and Samarkand regions. The fact that the architectural monuments in Bukhara are about 2500 years old means that the architecture of the country and the high building quality.

These architectural monuments have been used in the construction of unique architectural monuments that are distinguished from other architectures by Uzbek architecture. The monuments are mainly used in national traditions, and we can see patterns, Arabic inscriptions, verses, and examples. Because, Islamic culture has been reflected in all the fields in our country and at the same time in our architecture.

For example: *Ravak* - a type of mountain; a moon-mounted device on the top of windows and doors in the building's walls. Ravak is made from natural, artificial stones, concrete, wood and steel. The basal part is composed of a base, a central pona simon brick, or a thumb is called a lock. According to the shape of cranes: single-center, half-shaped, high-center cradle, a few centered pearls, ovulating. In order to reduce internal stress in modern buildings, the rugs are designed as 2-3 corners. The backbone is the same size and shape as the back of the arches.

The Peshtoq (roof)- is a front part of the madrasa, mosque, tomb, caravan and other buildings. The roof of the roof is a luxurious high, ornate architectural part, typically slightly exaggerated by the building wall. The central point is the center of the ravine and its two sides and the two triangles at the top of it are wings and rocks. The most ancient example of the remains in Central Asia is Arabot mausoleum. Roof tiles and rugs are decorated with magazines and books of religious and

philosophical nature. The Ulughbek madrasah, Sherdor madrasah, Tillakori madrasah, and Abdulazizkhon madrasahs are decorated with unique national architecture.

Qanos -Blood (chest) - architectural part; The tumor on the top of the roof. The wing is limited to the upper horizontal, vertical and lower curve lines (lingo). The bricks are tilted in the radial direction while horizontally in the groove area. Drawing attention to the style of grooming is an emphasis on architectural writing. In the 9th-12th centuries, the upper corners of the flank, mostly curly-shaped, have been the method of separating the ends of the neck with a specific node. The Samonids Mausoleum also features small square squares that have a dynamic square angle of 45 degrees.

Nowadays manufacturing of modern raw materials in developed countries in the field of architecture and building premises is becoming one of the reasons of apparition of new terminologies. It must be emphasized that country that is producing new or modern raw materials is tend to name new good in their own language. Although this product is used for the same purpose, as its mentioned above, different cultures and nations are likely to change reform it in order to make it easy use and pronounce. If we take in to consideration new innovative technologies, new architectural terminologies are not difficult to gather and make one.

Whenever a word is met and it is used in a way which is different from previously met uses, it is worth while for the teacher to draw attention to the way that this particular use relates to other uses of the word. Where technical terms are extensions of words in general use, it is useful for learners to see how the technical sense of the words relates to the core meaning of the word.

The core meaning in this example is the second item in the entry and can be found in all the other senses listed. There are other activities which encourage learners to relate senses of words to each other (Visser, 1989). The value of seeing how particular uses relate to a core meaning is that it makes later meetings with the word easier to understand, and brings under one con-

cept items that may be represented by different concepts in the first language.

It is also useful to note if the technical use of the word involves a collocation or a grammatical form that differs from its other uses. Most technical vocabulary needs to be learned productively by learners specializing in that area and learning common collocations and grammatical patterns helps this.

Words which are based on Greek or Latin roots should be analyzed where possible and the meanings of the word parts should be related to the meaning of the word. This can be done by the teacher, but it is also a strategy that learners can work on (Anglin, 1993). In the anatomy text there are affixes which are useful in anatomy and these are worth learning.

There are two major problems for teachers in helping learners deal with technical vocabulary. Firstly, the English teacher does not usually have specialist knowledge of the learners' technical areas. Secondly, technical vocabulary needs to be worked on while getting on top of the specialized field. However, in spite of these limitations, teachers can play a small but useful role in preparing learners for coping with technical vocabulary. This can be done by helping learners gain the more general skills of recognizing technical words, interpreting definitions, relating senses to a core meaning, and learning word parts. Teachers can provide learners with the tools for dealing with technical words. In this way teachers need not get involved in trying to teach in a technical area, but can direct their attention to vocabulary strategies.¹

The ways in which these muted terms can be entrusted to the trainees are diverse, and we must use the method of inducement to influence students so that each method can influence each student show. Therefore, we can maintain a well-known method based on students' abilities. By following the suggestions below, we can test how we can apply terms to the lesson process and how we can affect student learning.

¹ Партина А.С. Архитектурные термины. Иллюстрированный словарь. -М., 1994.

