

Секция «Педагогическое образование и современные образовательные технологии»

**Peculiarities of Teaching Occupation-oriented Terminology (esp) to the Students
of Humanities Departments**

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In the Revival of the new era of the powerful state, our sacred Motherland Turkmenistan obtains success in all spheres of life. In recent years, English has become the dominant language in almost all fields, including at the humanitarian-oriented institutions. Consequently, it is necessary for professionals to learn English and use it effectively so as to perform well in the workplace. Following this trend, International University of Humanities and Development in Turkmenistan have implemented content and language integrated learning approach in their programs. The university under consideration trains future economists, journalists, lawyers, financiers, diplomats, as well as managers.

However, it is evident that the students of the humanities department have specific language needs; thus, they need to learn some form of English for specific purposes (ESP) so that they can communicate effectively and comply with the requirements of the job market [4]. In other words, English for humanities departments is considered to be belonging to the methodological branch of English for specific purposes. The methodological approach in which the teacher had to teach the subject in the foreign language is called CLIL [4]. The experience of learning subjects through the medium of a non-native language can be more challenging and intensive than conventional language lessons. Learners are exposed to a broader range of language while simultaneously gaining knowledge and skills in their specialized field of discipline.

Integrating subject matter, e.g., philosophy or sociology topics into language teaching can enhance learning by making the material more relevant. Nevertheless, the disciplines in the humanities might require slightly different teaching approaches. The future specialists of humanitarian disciplines must possess a wide range of skills for coping with their future jobs' requirements. Some of the effective methods for teaching in the humanitarian oriented institutions are the followings:

Crafting your own business card.

The future specialist of humanities will need to have professional business cards where their job title and contact information will be written. Task-based approach focus on real-world activities related to humanities fields, such as writing research papers, interpreting texts, giving presentations or creating a business card. The teacher will explain the necessity behind having the business card and give instruction on making it manually. Duration of the activity is fifteen minutes, then the students will show their business cards to their groupmates and explain the decision for designing it in their own way.

Authoring the headlines for journalistic articles.

Headlines are of utmost importance due to the fact that they attract the readers' attention, for that reason students must come up with short and accurate title for their article. Instructors effectively discuss the news reports' genres with students specialized in humanities disciplines, to be precise this task will be more beneficial for future journalist since their job is to present and share information through social media platforms. The teacher explains the fact that if the title of the article or a news report is catchy and interesting, the reader is more likely to spend his/her time to read that piece of information. Consequently, the headline should carry the message of the article shortly in an elaborate phrase.

Collaborative Learning by memorizing the definition of juridical terms.

Peer collaboration can be effective, especially when students discuss the topics relevant to their specialty. Juridical terminology necessary for the students specialized in international private and public law can be found in the legislative documents: e.g. murder, guilty, verdict, burglary, weapon, criminal, punishment, etc. Besides, juridical discourse is enlarged as the new words are coined to describe new types of crime [1]. For instance, felony is defined as “Covering a wide range of criminal acts, felonies are crimes involving physical harm, a large scale theft, a fraud and arson. Punishment for these types of crimes often includes imprisonment, the length of which is defined in each state’s penal codes” [3].

To sum up, occupation-oriented tasks and memorization of specific wordlists about the students’ future professions certainly enhance the efficiency of English language lessons in the humanities context [2]. Thanks to the tireless efforts of our Hero Arkadag and Arkadagly Hero Serdar, the International University for Humanities and Development is well-equipped with all the necessary settings and educational materials with which we, the instructors can provide the students of the humanities departments with the high-quality education.

References

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