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**EFFECTIVE METHODS OF TEACHING AND LEARNING
 ARCHITECTURE AND CONSTRUCTION TERMINOLOGY IN HIGHER
 EDUCATION**

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ABSTRACT

This article explores the use of various innovative methods in the process of teaching architecture terms in English, to improve the communicative competencies and communication skills of students of non-linguistic faculties of the university. The article discusses improving the level of language competence and cognitive activity of students, improving the quality of language training of specialists and their needs in learning a foreign language.

KEYWORDS: *Architecture terms, Non-linguistic, Communication skills, Cognitive activity, language competence, and learners' needs.*

INTRODUCTION

More and more demands are placed on specialists in mastering professional competencies. This encourages the teacher to constantly look for new means, ways and methods to optimize and intensify the educational process. In recent years, students have preferred engineering fields and profiles. The most difficult for students from the point of view of mastering and understanding the professional language are the directions "Architecture" and "Construction". For a student, mastering the engineering profession is a complex process. In a short time, he must master many special disciplines in a foreign language, learn to communicate with teachers and students in a professional environment. The formation of students' professional communication is based on the relationship of competence-based and interdisciplinary approaches in teaching architectural terms in English.

In the process of work, students are offered a classification of architectural basic terms by spheres, objects and subjects of activity (urban planning zoning, earthworks, architect, designer);

types of buildings, structures and structural elements (central dome system, architectural order, balustrade, cornice, capital, portico); painting (palette, light filter, glazing, tone); architectural styles (Gothic, Baroque, Renaissance, Rococo); urban planning (restoration, overhaul, master plan), etc.

The productive activity of students is an independent study of individual topics of the course; preparation of messages, reports and presentations; implementation of term papers, projects and studies. Practice shows that the formation and development of the communicative competence of students in architectural and construction areas is closely related to their deep knowledge of terminology and the ability to use it in speech situations of the professional environment. In this regard, from the above-mentioned types of independent work, we pay special attention to the compilation of an individual thematic dictionary of terms. The compilation of a glossary can be both reproductive and creative. Working with new vocabulary, the student not only thinks over the terms, comprehends and remembers them, but also activates them in their speech practice. The compilation of the dictionary begins under the guidance of the teacher. The student completes this task in the lesson or on his own at home, replenishing the dictionary with new terms and concepts. He can write down the translation of the term into his native language, give his own comments and examples, and insert the necessary pictures, drawings, diagrams, speech patterns for the use of this term in a scientific text. Some students practice keeping electronic dictionaries in the table forms with definitions and translations into several languages, as well as their pictures as illustrations, which are proved to be one of the most productive techniques in memorizing terms. (See Table 1)


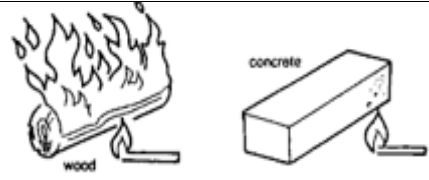
	Term and definition	Russian	Uzbek	Picture
1	Hollow brick- A brick that has holes through it which total at least 25% of its volume	пустотелый кирпич	ичи бўш ғишт	

Table 1.Self-study glossary

General English is bridge to develop ESP vocabulary, as it helps to comprehend the ESP context. Moreover, picture prompt is considered to be one of the efficient techniques to teach terminology. (See Table 2)

ESP term	General English	Picture prompt
Wood is <i>combustible</i> but concrete is <i>non-combustible</i> .	Wood can burn but concrete can't burn.	

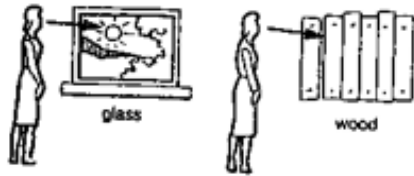

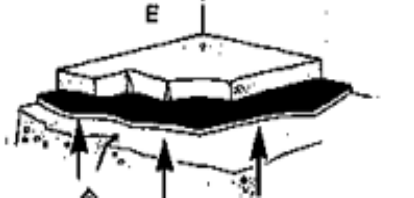

<p>Glass is <i>transparent</i> but wood or wall is <i>opaque</i>.</p>	<p>One can see through glass but can't through wood or wall.</p>	
<p>Stone is <i>permeable</i> but bitumen is <i>impermeable</i>.</p>	<p>Water vapor can pass through stone but not through bitumen.</p>	
<p>This means that polythene is <i>impermeable</i>.</p>	<p>The polythene membrane can prevent moisture from rising into the concrete floor.</p>	
<p>Rubber is <i>flexible</i> but concrete is <i>rigid</i>.</p>	<p>A man can bend a rubber tile but not a concrete tile.</p>	

Table 2 Properties of materials

It's obvious that the general learner of English may not understand the section of a factory (Fig.1). However, the learner of construction specialty with background knowledge in L1 can easily give a description of this structure, its components and elements. This is a challenge for a language teacher to teach L2 for ESP learners without knowledge of that specialty.

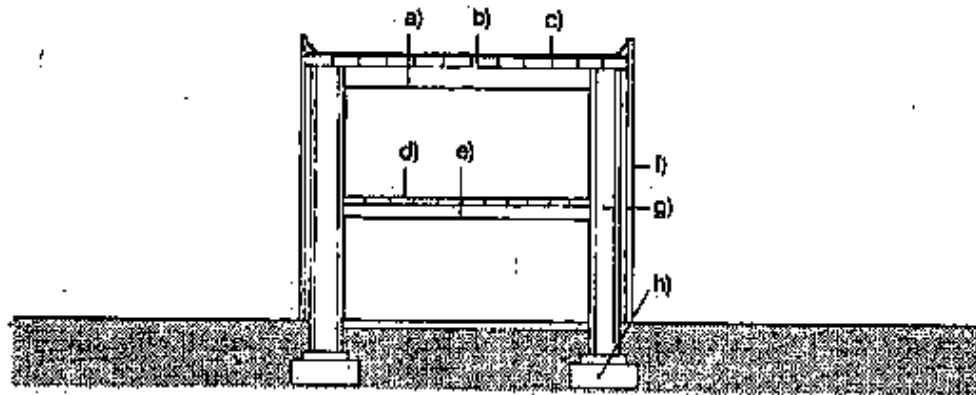


Fig.1 Structure of a factory

The following type of self-study provides the learners to avoid misinterpreting the words as they can easily comprehend from the labels. (see Fig.2)

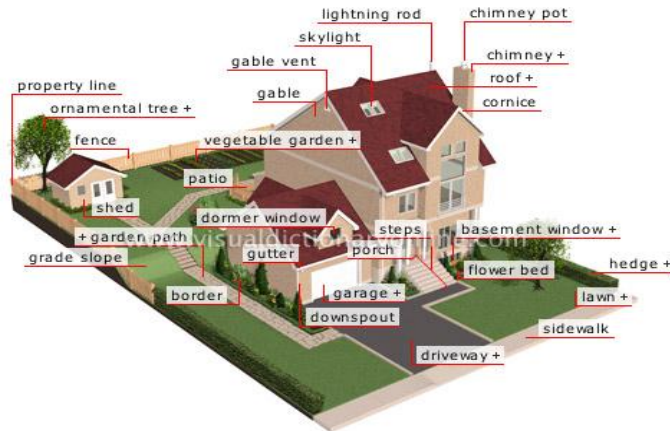


Fig.2 Parts of a house

“Engineering Drawing is an art interwoven with science.” Why drawing is so important?

A language composed of just written or oral words has some limitations that is the shape, size and other details of an object cannot be completely explained even by the use of most advanced word language. It can be effectively described by the “Language of Engineers”, so called engineering drawing, which, for engineers, is as important as grammar for an English teacher. To manufacture an object, if an individual has a group of skillful workers, all the latest machines, many precious tools, the raw material but there’s no sketch of what to manufacture, nothing can be done.

A designer prefers a picture to a written description of an object. The design team should make all the things clear. To design a Gear, one should define the type of gear, material, pitch, pressure angle, number of teeth, all dimensions including tolerances, outside diameter, details of mating gear and heat treatment specifications. The more the clues provided, the more accurate the gear quality and results will be. To be competent, the vision of the designer should be sharper than his pencil. (See Fig.3)



Fig.3 The interior of a house

Engineering drawing is the universal accent. It is spoken, read and written in a particular style. As in the case with any language, engineering drawing has also been devised according to certain

rules and has its own syntax; it has some definite rules and so can be easily understood across any piece of this universe. A complete drawing of a job is followed by giving an accurate shape to the raw materials, according to the sketch. If the engineer commits an error in the sketch, it is carried over to the practical work by others, resulting in the loss of time, material, labor and finally affects the production efficiency of the industry.

Vocabulary is of major importance for ESP learners, because knowledge of it and the ability to process certain vocabulary storage allow them to retrieve and properly comprehend information from professional texts after reading and/or listening, to express their thoughts both in oral and written forms when interacting and communicating with specialists (native and non-native speakers). The purpose of this article was to explore the use of various innovative methods in the process of teaching architecture terms in English, to improve the communicative competencies and communication skills of students of non-linguistic faculties of the university. The article discusses improving the level of language competence and cognitive activity of students, improving the quality of language training of specialists and their needs in learning a foreign language.

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