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THE INFLUENCE OF SCIENTIFIC TERMS ON STUDENTS' SPEECH

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ABSTRACT

the article describes the role of scientific topics in the development of a student's speech, language learning. Also, about the way of development of mental activity and memory of the student.

KEYWORDS

Speech, thought, sign system, process, psycholinguistics, typical sound, emotional-expressive, reflex, structural-word-formation.

INTRODUCTION

Speech is a historically formed form of human communication through language constructions created on the basis of certain rules. The process of speech involves, on the one hand, the formation and formulation of thoughts by linguistic (speech) means,

and on the other hand, the perception of language constructions and their understanding. Thus, speech is a psycholinguistic process, a form of human language existence.



Speech is a means of expressing thought, and that is why speech, in the course of its development in ontogenesis, makes possible the emergence of higher, abstract thinking. I.P. Pavlov said that it is speech activity that gives a person the opportunity to distract from reality and generalize, which is a distinctive feature of human thinking. Language is a sign system that correlates conceptual content and typical sound (spelling). Language should be understood as the ability to share the intentions of others during communication.

Language is a multifunctional phenomenon. The main function of language is communicative (or the function of communication), i.e. the use of language to transmit information; constructive (mental), cognitive, emotional-expressive and some other functions of language are also distinguished.

The biological basis of speech formation is an unconditional reflex, which is the basis for the subsequent formation of all conditional reactions. Such a conditioned reflex is the study of various scientific terms, but in the first weeks students begin to interact closely with conditioned stimuli, repeat themselves in known situations, and gradually turn into conditioned reflexes.

The development of the vocal response follows the same path as all conditioned reflexes.

MATERIALS AND METHODS

At first, a conditional, generalized reaction appears in response not only to a single signal, but also to a number of similar signals, but then the reaction begins to differentiate, and after a while it begins to arise only to a single, selected stimulus. An example of such a generalized reaction is the manifestation of a vocal reaction to the sight of the mother. At first, the vocal reaction manifests itself to any term, but then it differentiates, and the student speaks heterotonically in the form of a mother.

Another important provision about the student's voice reaction is as follows: this reaction does not develop in isolation, but forms part of a whole group of reactions. For example, there is always a series of movements, within which the vocal response is only one element.

Since the voice reaction is associated with certain external impressions, the voice reaction gradually stands out independently from the disordered whole that it is part of. In the first months of learning Russian speech and its development goes the following way: from the multitude of disordered movements, which also include a vocal reaction, a differentiated vocal reaction is increasingly distinguished. It is she who is beginning to acquire central importance.

To date, there are studies devoted to the problems of scientific and technical terms and term systems in

relation to different languages, including Chinese and Tajik, but there have been no works in which a frontal description and analysis of biology terms as a certain field of science has been carried out. Meanwhile, in the study of specific sublanguages, the problem of identifying semantic characteristics of functional elements of the terminological system, as well as the problem of term formation, are recognized as central problems in terminology studies (L K Kondratyukova, P N Kuskov, L M Lazareva, 1983).

Linguistic research of the terminology system of biology, description of the structural and semantic characteristics of terminological units functioning in this terminology system, as well as the creation of a branch dictionary-minimum can help in overcoming difficulties encountered in the translation of specialized literature on biology.

RESULT AND DISCUSSION

The key issues of this problem were solved by us from the standpoint of the theory of nomination, the essence of which consists in the description of linguistic means from the point of view of a system of concepts. The relevance of this approach is due to its predictive ambiguity, which is especially important in terms of ordering and standardization of individual terminological systems.

The purpose and objectives of the study is to study the sublanguage of biology based on interlanguage

correlations [Tajik-Uzbek languages (object languages) - Russian language (language-tool)], to study the specifics of the structural and semantic characteristics of the studied terminological system and to determine the features of the processes of terminologization in modern Tajik and Uzbek languages by establishing and substantiating their main patterns in professional biological sublanguage, identification of isomorphic and allomorphic properties of the expression of biological terminological vocabulary in Russian, scientific Latin and Tajik languages by studying its structural, word-formation and functional characteristics.

Since Bukhara is a region where people speak three languages, Uzbek, Tajik and Russian. To achieve this goal, it is necessary to solve the following tasks - to establish criteria for the allocation of biological terminological vocabulary as part of common vocabulary. To define the boundaries of the terminological field of biological terms as terminology of an independent sphere of science, to establish the role of systemic semantic relations in the formation of the structure of biological terminological vocabulary and to characterize the interlanguage community of the studied layer of terminological vocabulary in the compared languages.

Also, to determine the correlation between the plan of expression and the plan of content in the terminological field of biology, determining the

features of the motivation of biological terminological vocabulary in the compared languages, to identify the sources and methods of formation of terms functioning within the sublanguage of biology, to determine their lexical and grammatical composition, to describe the structural organization of the terminological system of biology and its functional elements in the compared languages, to inventory and describe term elements involved in the formation of biological terminological units, to determine the features of the derivation of terminologized units in the sublanguage under study.

Learning the initial terms helps students not only to develop speech, but also to enrich their vocabulary. Also, the development of the nervous system, memory.

When studying scientific terms, outdoor games can be used, this helps to improve blood circulation, activate blood pressure, assimilation of the optimal amount of oxygen by students, prevents drowsiness during class. Precise movements help to memorize certain terms, while studying the terms, students perform exercises that improve blood flow.

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