

COMMUNICATIVE COMPETENCES IN USING THE EMERGENCY SITUATIONS' PROFESSIONAL TERMINOLOGY

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Annotation: This article opens the theme of communicative competencies in using the emergencies' professional terminology. It describes the main aspects of teaching the English language at the MES Academy and reveals the importance of forming an active base of special professional terminology among cadets of "Public Safety in Emergency Situations" and "Fire Safety" specialties. Furthermore, basic principles of educating vocabulary of situations were noted.

Keywords: communicative purposes, English language, similarities and differences, capacity-building, scientific and technical text, ESP, technicians and specialists, communicative skills, syntactic and semantic knowledge.

Аннотация: В данной статье раскрывается тема коммуникативных компетенций в использовании профессиональной терминологии чрезвычайных ситуаций. Описаны основные аспекты преподавания английского языка в Академии МЧС, раскрыта важность формирования активной базы специальной профессиональной терминологии у курсантов специальностей «Общественная безопасность в чрезвычайных ситуациях» и «Пожарная безопасность». Также были отмечены основные принципы обучения словарю чрезвычайной ситуации.

Ключевые слова: коммуникативные цели, английский язык, сходства и различия, формирование потенциала, научно-технический текст, ESP, технические специалисты и специалисты, коммуникативные навыки, синтаксические и семантические знания.

Annotatsiya: Ushbu maqolada favqulodda vaziyatlarda professional terminologiyadan foydalanishda, kommunikativ kompetensiyalar mavzusi yoritib berilgan. Favqulodda vaziyatlar vazirligi Akademiyasida ingliz tilini o‘qitishning asosiy jihatlari bayon etildi, favqulodda vaziyatlarda jamoat xavfsizligi va yong‘in xavfsizligi yo‘nalishlari bo‘yicha ta‘lim olayotgan kursantlarda maxsus kasbiy terminologiyaning faol bazasini shakllantirish muhimligi tahlil qilindi.

Kalit so‘zlar: kommunikativ maqsadlar, ingliz tili, o‘xshashlik va farqlar, salohiyatni oshirish, ilmiy-texnik matn, muayyan maqsadlar uchun ingliz tili kursi, texnik mutaxassislar va mutaxassislar, kommunikatsiya yangiliklari, sintaktik va semantik bilim.

INTRODUCTION. Teaching English to people with different first languages is a rewarding and fulfilling career choice. It aids in helping people follow their dreams while giving you the chance to help get them there. That said, teaching English is an exceptionally broad category, and not all types of English are the same. For example, you can teach the language in a way that helps someone learn how to communicate fluently, but you can also teach it in a way that lands someone their dream job as a rescuer, a firefighter, or a first responder.

In that case, a course in English for Specific Purposes, or ESP, is a great way to prepare yourself for the next step in your professional life. You as a teacher must learn the ‘ins and ‘outs of teaching for emergencies and be more equipped with terms and other information surrounding the profession to teach it effectively.

The use of terminology starts from very simple occasions in our ordinary life and develops to higher communicative levels. However, if terminology for non-professionals is an option, for specialists is a necessity. Terminology is a necessity for all professionals involved in the representation, expression, communication, and teaching of specialized knowledge. Scientists, technicians, or professionals in any

field require terms to represent and express their knowledge to inform, transfer, or buy and sell their products. No specialty does not have specific units to denominate their concepts.

The increasing number of disasters has stimulated researchers to understand the dynamics of disaster, crisis, and emergency more than ever before. Frequently, these terms are used interchangeably, but they actually could mean three very different things. A comprehensive and systemic review of literature was undertaken to understand the nature and complexity of the terms disaster, crisis, and emergency, and to further establish the similarities and differences of these terms to use them more effectively within the mainstream literature. The sudden nature of these events and the damage caused are the common features of all three terms, even though an emergency does not always have to be sudden. In addition, the unique features associated with each term and the common features between two of the three terms were also identified. Accordingly, crisis and disaster share many common features compared to an emergency, and as such they are closely interconnected. Further, the term emergency has some contradictory features of its own, which indicate the nature of the emergency can vary depending on the situation. Also, by analyzing the relationships between the terms, the authors conclude that both a crisis and an emergency would lead to a disaster if neglected or mismanaged.

LITERARY ANALYSIS. Studying terminology is the foundation of all subject fields. Apart from creating solutions to the terminological difficulties and the challenges many specialists or non-specialists face, it paves the way for the development of languages and terminology that improves the quality of communications, either internationally or nationally [1]. Without studying terminology, technicians and specialists would probably never realize how important protecting and maintaining a language is for communicative purposes and cultural identity. Not only scientific and technical specialists inevitably need terminology, but also all communicative mediators dedicated to science popularization and promotion, specialized translators and interpreters, supervisors, technical writers, teachers of language for specific purposes, and language planning

specialists need to get familiarized with terminology. Additionally, studying terminology enhances the use of national or local languages by raising awareness about the probable communicative and cognitive challenges the use of foreign languages would bring about.

Terminology as a discipline of study is a relative newcomer. It came into being because of the growing need to facilitate specialized communication and translation, as well as knowledge transfer between text users belonging to different communities with similar knowledge levels. In the past, Terminology and Linguistics have mostly ignored each other. In its initial phase, Terminology was interested in asserting its independence from other knowledge areas and creating an autonomous discipline. This goal led terminologists to go to great lengths to emphasize differences between Terminology and Lexicology even to the extent of affirming that terms are not words. In a parallel way, linguistic theory has largely ignored Terminology, probably because specialized language has been and is often regarded as merely a special case of general language. Thus, it was not considered worthy of serious study because anything about general language was also presumed to be true of specialized language.

RESULT AND DISCUSSION. Language is the system of using words to communicate with other people. Specialized language has the same function but on a different level. Learning and dominating the vocabulary of a domain would allow us to comprehend specific topics and communicate about them. For instance, for making conversations about politics we need to know the appropriate terms of the context to be able to utilize them in our discussions. If you are interested in reading articles about cinema or art, you first need to know the vocabulary of the domain. Vocabulary learning and teaching are very important in learning English; nevertheless, vocabulary was a neglected area in foreign language teaching for several years. To develop cadets' communicative competence, language teachers should encourage them to learn as many words as possible. English for specific purposes courses (ESP) are the new trend in English Language Teaching and they include technical English, scientific English, English for medical professionals,

English for waiters, and English for tourism. There are different opinions about teaching ESP courses but vocabulary is crucial in this sphere of teaching. Therefore, this paper attempts to add to existing studies on the use of vocabulary learning strategies in learning vocabulary in ESP. The students should become aware of the importance of language learning strategies and get trained to use them appropriately. Teaching vocabulary, especially in ESP courses is becoming a challenge for English Language Teachers. Vocabulary is an inseparable part of any teaching syllabus and vocabulary should be taught on a well-planned and regular basis. It is essential to carefully decide what vocabulary will be selected for teaching, and what approach or activities will be used to teach it to the students[2].

As an emergency healthcare professional you will sometimes need English for different purposes: to cope with medical reading or journal articles related to emergency medicine; to communicate with other colleagues or with paramedical staff; to answer an incoming emergency call or for telephone exchanges; but you will especially be involved in situations in which your patient and his or her family, or even bystanders, do not speak Spanish. To help them and deal with these situations, you should develop your ability to communicate with them and improve your knowledge of technical English. It is important to learn some of the basic medical vocabulary and the common phrases to familiarize yourself with every emergency that you are likely to experience if you want to provide competent care despite the language difficulties you will encounter [3]. Reasons for education in an emergency include the psychosocial needs of children and adolescents affected by trauma and displacement, the need to protect them from harm, and the need to maintain and develop study skills and disseminate key messages such as how to avoid HIV/AIDS, landmine awareness, environmental education and education for peace and citizenship. All these are aspects of the rights of the child. A key principle for education in situations of emergency and crisis is rapid response, using a community-based approach, with capacity-building through the training of teachers, youth leaders, and school management committees.

Education should support durable solutions and should normally be based on the curriculum and languages of study of the area of origin. Survival and peace-building messages and skills should be incorporated into formal and non-formal education. Programs must progressively promote the participation of underrepresented groups, including girls, adolescents, and persons with disability. Ongoing refugee programs should develop procedures for rapid response to the needs of newly arriving refugee children and adolescents [4].

CONCLUSION. Summing up all the given facts above it should be noted that terminology plays an important role in the communicative competencies of using the emergencies' professional terminology.

Understanding the intricate terminological details of the technical and scientific contexts helps cadets comprehend the main message of the document, and it helps specialists transmit the content more effectively. Terminology helps individuals realize the interaction between the units of specialized texts and the whole context which is often a subconscious mechanism of knowledge acquisition. It also develops interest in the formation of new words and terms. "Public Safety in Emergency Situations" and "Fire Safety" specialists in documentation and information science, as well as linguists practicing in language engineering and thematically specialized knowledge also require terminology. Even those general or theoretical linguists if they try to account for the global competence (general and specialized) of speakers and languages thoroughly they required to know about the terminology" and specialized languages.

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