

## USE OF THE CASE OF THE METHOD IN TEACHING SPECIAL TERMS IN THE ENGLISH LANGUAGE

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### INTRODUCTION

Linguistics, linguistics - the science of studying the language, its social nature, internal structure, classification, laws of use (activity) of certain languages, and its historical development, which has several areas (specialties) and departments in its purpose, objectives and form. Terminology, like linguistics, consists of two parts, that is, theoretical and practical parts. The terminological school is engaged in the following areas of practical activity: 1) lexicographic terminology; 2) the term and unification of the thermo-system; 3) translation of terms; 4) the creation of banks of terminological terms; 5) the organizational and methodological activities of terminological institutes [6].

### METHODOLOGY

The case method in teaching foreign languages allows the student to improve the practical competencies. Units denoting certain concepts of a particular specialty, having a definition and mainly performing nominative functions are considered terms. As in all languages, several methods are used to denote a particular concept. It:

1. Enrichment of terms by semantic method
2. Creation of terms in a morphological way
3. Creating terms in a syntactic way.

The semantic development of the word causes the formation of a new word in the language and thereby enriches the terminology. When creating terms in a morphological way, word-making additions are added to the roots of the word. The syntax is part of the grammar and it studies the formation of words from at least two independent words by syntactic combination as well as texts. That is why some researchers, speaking of the subject of syntax, consider it more appropriate to divide the syntax into two types: small syntax or sentence syntax and large text syntax or syntax [1; 129 p.].

The representation of terms means the compilation of a compendium, the summation of systems of terms of the scientific sphere, the scientific terminology of related or very close to each other sciences (specialties). Language and resolution basically consists of 4 tiers: phonetics - phonology, morphology, lexicology and syntax. In linguistic literature, the tiers of morphology and syntax are called one term - grammar [1; 42-b.]

The state of terms of specialties, quantitative indicators of proven assigned layers, the role of terms with affixal morphs, as well as the creation of terms using the methods of affixation, syntactics, conversion, abbreviation and lexical-semantic methods are known to us in practice. That is, in the context of specialties, the etymology of terms and their works are defined by the method of affixation, morphemic-morphological, lexical-semantic, functional-semantic and syntactic method.

Etymology deals with the history of the creation of words. He is also interested in the meanings of words borrowed from foreign languages, formed from two or more words and particles, and the products of word creation. Etymology is considered with each of the two sides, that is, the form and meaning of the word [1; 96-b.].

Introducing words from one language into another is not a simple process, but a regularity connected by complex linguistic and socio-historical conditions. To assign a single word from a foreign language, first of all, real conditions are necessary. This condition is inter-language cooperation, that is, the connection between languages [3; 93-b.].

Using the methods of translating from English into Uzbek and vice versa (calculation: full tracing and semi-language, equivalent translation, transliteration, sensible translation) it is necessary to determine the syntactic-derivation features of special terms with two, three, four, five or more components. The following methods were used to designate special terms or texts in the Uzbek language:

- 1) Calcification: full tracing paper and polukalka;
- 2) Equivalent translation;
- 3) Transliteration;
- 4) Intelligent front.

Calculation is a kind of complex processes, in which there are mainly three cases: the participation of a foreign language, the participation of an element of the native language and the participation of an element of a foreign language. The essence of the first case is that the calculation material is not from a native, but from a foreign language. In the second case, the tracing of foreign language material within the framework of the possibility of layers of the native language. The third case is the quoting of foreign language material by means of words of a foreign language [3; 94-95-s.]. Translation using the transliteration method - implies the assignment of the semantics, structure and form of the term in the translation process. Equivalent translation translates equal or suitable values. The explanatory translation is carried out if the translated word or phrase does not have an exact variant or equivalent in the translated language, and the description of the meaning of this unit is used.

As globalization accelerates, learning foreign languages becomes a demand of the time. Today, knowledge of English in order to become a good specialist in any industry has become a simple requirement. The use of the case method in teaching special terms in English is appropriate.

Recently, the case-case method has been successfully used in the practice of studying in foreign countries and is becoming popular in our republic. Therefore, it seems appropriate to say a few words about the essence of this method (technology). The case study teaches students to study and analyze the situation with a variety of content. It is based on elements that reflect the general essence of the process of solving a specific problem problem. The problems of introducing the case method into higher education are the following:

- general orientation of the development of education (the formation of professional competencies, the development of personal capabilities, pay attention to training, processing information in large volumes);

- development of requirements for the quality of a specialist.

Case methods in training classes are developed on the basis of training situations based on actual materials aimed at solving. The features of the case method are the following:

- Orientation - the formation of knowledge in academic subjects;
- Training - study existing knowledge;
- Result - the formation of professional competencies;

- Technology - development for specific cases;
- Excellence - analysis of the situation;
- Omissions of traditional learning are eliminated [4].

The following requirements are put forward for the development of case studies on specific (core) texts:

- Coverage of several aspects of the specialty;
- Reflection of actual problems of this specialty;
- Do not use the terms quickly disappearing;
- Description of the specific case of the specialty;
- Development of analytical skills and logical thinking;
- The ability to come to a solution;
- To have several equivalent solutions.

When working with specific texts, for example, when learning English, we recommend using the following cases (see table 1)

**Table number 1. Cases recommended for learning tourism terms**

№	Cases	Contents of the case	Tourism Cases
1.	Demonstration Training Situations	Teaches the choice of the right solution in specific cases.	Transient Hotel is a hotel for transit guests who stay at the hotel for a short time on their way to another hotel (permanent resting place).
2.	Learning situations	Problems are formed a case with a certain time.	Service Charge - usually from 10 to 20 percent is added to the invoice to pay service
3.	Learning situations	Self-determination of the problem and its solutions	<b>Incentive tourism</b>
4.	Practical tasks	Determined ways of solving a specific case.	Transfer
5.	Training for analysis and evaluation	Learned to analyze and evaluate	Deluxe - luxury hotel type
6.	Learning to solve a problem and making this decision	Learned to solve problems and make data decisions	Front Desk - front desk
7.	Description of the problem, solution or concept	Describes a problem, solution or concept	Hotel Garni - hotel without a restaurant (even without breakfast)
8.	highly structured case	Additional information is available in small quantities.	
9.	Small volume cases (short vignettes)	Described in 1-10 pages	Inclusive Terms - Tariff for accommodation and meals (three meals)
10.	High volume cases (long unstructured cases)	Described up to 50 pages	Rest House - a small hotel
11.	Large volume cases without structure	Describes materials of secondary importance up to 50 pages.	Room Board - information about the hotel room (conditions, service, opportunities)
12.	The first (invented) case (ground breaking cases)	A novelty is proposed as a researcher.	
13.	Personal case	Specific people involved	Skipper - a guest who went away secretly, leaving an unpaid check.
14.	Case organization	Describes the activities of the organization	

15.	Case with multiple subjects	Describes the participation of multiple actors.	Mystery Tour - a shelter in the mountains (used in mountain tourism)
16.	Practical case	Describes real life events.	Most Important Person - Especially Important Person
17.	Case study	Describes the learning process	Junior Suite - a large room with a fenced sleeping place, transformed into a living room during the day
18.	Research case	Research activity is determined	No-Show Employees - staff who work on a schedule that provides for the work strictly in the absence of a guest

Important characteristics of teaching cases are the provision of a list of recommended literature, guidelines, recommendations for solving the presented problem situation, and of course, presenting the teacher's solution as a variant of the case being studied. References must be directly related to the problem under study. In the process of learning with the use of cases at the end of the process (classes) the teacher (caseologist) is obliged to submit his (correct) decision of the case being studied. The didactic significance of this is explained with the creation of opportunities for the student, evaluation of activity, efficiency, expediency in the process of solving and analyzing each step aimed at solving and made mistakes, comparing with the example of the student [5; 99-b.].

The stages of the use of cases in the study of specific terms are given in Figure No. 1:

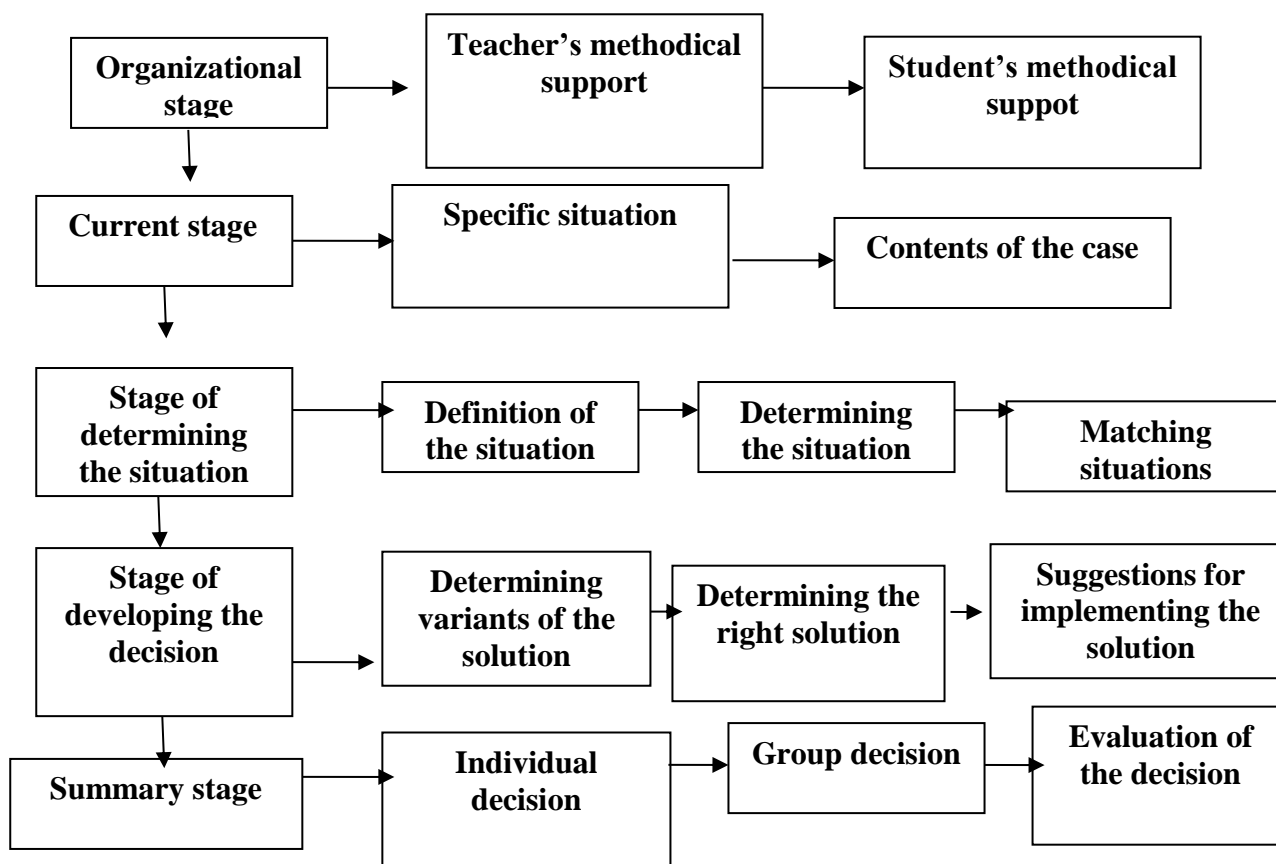


Figure number 1. Stages of the use of cases in the process of studying special terms

In higher education institutions with a non-philological direction, practical English classes are usually held in 8 small groups. Therefore, it is recommended to use the developed cases for specific terms in the framework of practical tasks as follows:

- Solving 4 case problems in eight small groups;
- The solution of cases on specific terms in eight small groups.

Summing up, it can be said that cases developed according to specific tourism terms allow to improve the content of this industry. In addition, the effectiveness of the learning process is associated with a thorough preparation of the learning strategy, order of time and control.

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