

COMMUNICATIVE AND PRAGMATIC WAY OF LEARNING IT TERMINOLOGY

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ABSTRACT

This article provide information about communicative and pragmatic ways of effective learning IT (Information Technology) terminology. It contains several strategies that learners need to focus on in obtaining IT terms and useful activities that can be used to teach them in the classroom.

Keywords: IT terminology, pragmatic competence, communicative act, strategies, classroom activities, real-world context

INTRODUCTION

Learning IT terminology can be a daunting task, especially for those who are not familiar with the technical jargon. However, by adopting a communicative and pragmatic approach, learners can effectively acquire and use IT terminology in real-world contexts.

Pragmatics and Communicative Acts. Pragmatics is the study of how context contributes to meaning in language. It encompasses phenomena such as implicature, speech acts, relevance, and conversation, as well as nonverbal communication. Communicative acts, also known as speech acts, are a subset of pragmatics that refer to the way we convey and interpret meaning in communication. Learning to effectively perform communicative acts is essential in accurately conveying and interpreting meaning in any language.

Pragmatic Competence. Pragmatic competence is the ability to use language effectively in a contextually appropriate fashion, It involves the ability to understand another speaker's intended meaning and to use language in a way that is appropriate for the given context. In the context of IT terminology, pragmatic competence involves understanding the technical terms and using them appropriately in real-world situations.

MATERIAL AND METHODS

There are several following strategies that learners should focus on in learning IT terminology in a communicative and pragmatic way:

1. Contextual Learning: IT terminology should be learned in context, with a focus on how the terms are used in real-world situations. This approach helps learners understand the meaning of the terms and how they are used in practice.

2. Interactive Learning: Interactive learning activities, such as group discussions and role-playing exercises, can help learners practice using IT terminology in real-world contexts. This approach helps learners develop pragmatic competence by providing opportunities to use the terms in context.

3. Authentic Materials: Authentic materials, such as technical manuals and online forums, can provide learners with exposure to authentic IT terminology in use. This approach helps learners develop pragmatic competence by providing exposure to the terms in real-world contexts.

4. Feedback: Feedback is essential for developing pragmatic competence. Learners should receive feedback on their use of IT terminology in real-world contexts, with a focus on how well they are able to convey and interpret meaning.

By adopting a communicative and pragmatic approach to learning IT terminology, learners can effectively acquire and use technical jargon in real-world contexts. This approach helps learners develop pragmatic competence, which is essential for accurately conveying and interpreting meaning in any language.

Result and discussion

These are the several examples for real-world contexts that can be used to teach IT terminology:

1. Online Etiquette: Teaching students how to use proper online etiquette and recognize how their personal information may be collected and used online can be a real-world context for teaching IT terminology.

2. Computer Science Courses: With high-speed internet access, students interested in learning computer science can take courses online in schools that lack the budget or faculty members with the appropriate skills to teach the course. This can be a real-world context for teaching IT terminology.

3. Specialized Communities of Practice: Technology-enabled learning environments allow less experienced learners to access and participate in specialized communities of practice, graduating to more complex activities and deeper participation as they gain the experience needed to become expert members of the community. This can be a real-world context for teaching IT terminology.

4. Repetitive Drill and Practice: Games and intelligent tutoring systems can be used for repetitive drill and practice on numerical operations and to acquire deep mental models of aircraft devices. This can be a real-world context for teaching IT terminology.

5. Self-Regulated Learning: Free online courses can support self-regulated learning by individuals who need to change fields. This can be a real-world context for teaching IT terminology.

With the assist of using these real-world contexts, learners can develop both communicative and pragmatic competence in IT terminology. These approaches help learners understand the meaning of the terms and how they are used in practice, as well as providing opportunities to use the terms in real-world contexts.

Besides that there are several classroom activities that can be used to teach IT terminology using communicative acts. Here are some ideas:

1. Role-playing: Role-playing is a classic method for teaching communication skills. To use this technique, students can act out scenarios that involve the use of IT terminology, such as a technical support call or a team meeting to discuss a project. This approach helps learners develop pragmatic competence by providing opportunities to use the terms in context.

2. Vocabulary Games: Vocabulary games, such as word puzzles and flashcards, can help learners memorize IT terminology. This approach helps learners develop communicative competence by providing opportunities to practice using the terms in context.

3. Pre-teaching Vocabulary: Pre-teaching vocabulary before doing an activity, teaching content, or reading a story in class can be helpful, especially for learners who are not familiar with the technical jargon. This will give them the chance to identify words and then be able to place them in context and remember them. English as a second language (ESL) methods such as role-playing or pantomiming, using gestures, showing real objects, pointing to pictures, and doing quick drawings on the board can be used to pre-teach vocabulary

4. Word-Learning Strategies: Students need to be explicitly taught methods for intentional vocabulary learning. Effective intentional vocabulary instruction includes selecting words to teach, rich and robust instruction, and word-learning strategies such as dictionary use, morphemic analysis, and contextual analysis. Vocabulary instruction should aim to engage students in actively thinking about word meanings, the relationships among words, and how we can use words in different situations. This type of rich, deep instruction is most likely to influence comprehension.

By using these kind of classroom activities, learners can develop both communicative and pragmatic competence in IT terminology. These approaches help learners understand the meaning of the terms and how they are used in practice, as well as providing opportunities to use the terms in real-world contexts.

CONCLUSION

In conclusion, learning IT terminology using a communicative and pragmatic approach can be an effective way to develop both communicative and pragmatic competence. By focusing on real communication and interaction, learners can develop the competence to communicate in the target language, with an enhanced focus on real-life situations. This approach involves using interactive learning activities, such as group discussions and debates, and authentic materials, such as technical manuals and online forums, to provide learners with exposure to authentic IT terminology in use. Vocabulary learning strategies, such as contextual learning, interactive learning, pre-teaching vocabulary, and word-learning strategies, can also be used to teach IT terminology using communicative acts. By using these approaches, learners can develop both communicative and pragmatic competence in IT terminology, which is essential for accurately conveying and interpreting meaning in any language.

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