



# The Role of Terminology in Teaching German To Technical Students

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**Abstract:** The article examines the importance of terminology in the process of teaching German to students of technical specialties. Special attention is paid to the specifics of technical vocabulary, methods of its study and integration into the educational process. Modern approaches to teaching a professionally oriented language are analyzed and recommendations for effective assimilation of the terminological apparatus are given.

**Keywords:** German language, terminology, technical specialties, professionally oriented education, technical language.

**Introduction:** In the modern world, technological progress and international cooperation in the field of engineering and technological sciences require not only high professional training from specialists, but also proficiency in foreign languages, in particular, German. Germany is one of the leading countries in the field of mechanical engineering, energy, automotive and information technology, so knowledge of the German language plays a key role in the professional activities of engineers and technicians.

One of the most important aspects of learning German in technical universities is mastering the terminology necessary for professional communication, reading scientific articles, working with technical documentation and participating in international projects. However, the process of mastering specialized vocabulary is fraught with a number of difficulties: the high complexity of terms, the lack of equivalents in the native language, the difference in terminological systems, as well as the problems of using terms in practice.

The relevance of the research is due to the need to

develop effective terminology teaching methods that will allow students not only to memorize new words, but also to actively use them in the professional field. This paper examines the main problems of studying German terminology by students of technical specialties, analyzes the existing methods of its development and suggests the most effective teaching strategies.

The purpose of the study is to determine the optimal ways of introducing, consolidating and practical application of German technical terminology in the learning process. To gain this goal, the following tasks are being solved:

To identify the features of the technical terminology of the German language;

Identify the main difficulties that students face in studying it;

To consider modern methods of teaching terminology at a technical university;

To offer recommendations on optimizing the learning process.

The object of the research is the process of teaching German technical terminology in universities, and the subject is methods and technologies that contribute to the effective assimilation and practical application of terms.

The structure of the work includes an introduction, the main part, which examines the theoretical aspects and practical methods of studying terminology, as well as a conclusion containing conclusions and recommendations for improving the learning process.

### **The main part**

The specifics of technical terminology

The German technical language is characterized by a high degree of accuracy and formalization. Terminology often includes complex compound words, borrowings from English and Latin, as well as stable phrases. For example, terms such as "Druckluftkompressor" (air compressor) or "Hochspannungsleitung" (high voltage line) require a special approach to study.

## **METHODS**

### **Methods of studying terminology:**

The study of terminology in teaching German to technical students can be based on various methods. Here are the main ones:

#### **1. The contextual method.**

Study of terms in authentic texts (technical articles, instructions, specifications).

Analyzing their meaning depending on the context.

The use of gap-filling techniques for fixing.

#### **2. The CLIL (Content and Language Integrated Learning) method.**

Studying technical subjects in German.

Combining lexical and professional content.

Discussion of topics related to technical terminology in a foreign language.

#### **3. Semantic maps (Mind Mapping).**

Graphical representation of terms and their interrelationships.

Create groups of terms by topic and visualize them.

#### **4. The comparative method.**

Comparison of German terms with their equivalents in the students' native language.

Analysis of differences in meaning, structure, and usage.

#### **5. The corpus method.**

The use of electronic German language corpora (DWDS, COSMAS II) to analyze the frequency and contexts of the use of terms.

The study of examples of the actual use of terms in technical texts.

#### **6. Glossary method.**

Compilation of bilingual and thematic glossaries.

Using memory cards (Quizlet, Anki).

#### **7. The project-based learning method.**

Students create projects in German using technical terminology.

Development of presentations, technical reports and descriptions.

#### **8. Gaming technology.**

Lexical quests and terminology quizzes.

Role-playing games that simulate professional activity.

#### **9. Audio and video method.**

Watching technical video tutorials, interviews with engineers and specialists.

Listening to audio materials with technical terms.

#### **10. The method of modeling professional situations.**

Simulation of negotiations, presentations, and project defense.

Analysis of typical dialogues in a professional environment.

The choice of methods depends on the level of students' training, their specialty, and the goals of their studies.

#### **Problems and ways to solve them.**

There can be different problems counted by many scientists from all over the world:

1. The difficulty of perceiving specialized vocabulary. Technical terms in German are often polysyllabic, have Latin or Greek roots, and are difficult to remember.
2. Differences in terminological systems. Some terms may differ depending on the technical industry and the country, which creates confusion.
3. Lack of correspondence in the students' native language. In some cases, the equivalents of the terms are missing or have a different meaning, which makes it difficult to understand.
4. Lack of authentic materials. Textbooks do not always contain up-to-date technical texts, which makes it more difficult to learn relevant terminology.
5. Difficulties in using terms in a professional context. Knowledge of the term does not guarantee the ability to apply it in speech and written works.

#### **Solutions:**

1. Contextual study of terminology. The inclusion of terms in technical texts, dialogues, and case studies helps students learn them better.
2. The use of bilingual and specialized glossaries. The development and active use of terminological dictionaries contributes to the systematization of knowledge.
3. Application of the CLIL (Content and Language Integrated Learning) methodology. Studying through technical disciplines in German allows students to simultaneously master terminology and specialized knowledge.
4. Creating and analyzing corpus data. Working with German-language technical articles, patents, and instructions will help students adapt to the actual use of terms.
5. Developing productive skills (speaking and writing). Regular presentations, technical reports, discussions, and practical assignments will help students apply terminology in a professional context.
6. The use of digital technologies and online resources. Platforms with terminology databases, simulations, and interactive courses increase motivation and facilitate learning.

#### **CONCLUSION**

Technical terminology plays a key role in teaching German to students of technical specialties. An integrated approach to its study, including various methods and integration into professionally oriented classes, contributes to the effective assimilation of the material and the development of competencies necessary for future professional activity.

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