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Some Aspects of the Specificity of Vocabulary and Terminology Exercises

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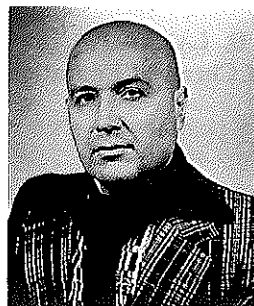
The paper presents an original classification of vocabulary and terminology exercises to authentic texts for individual activity in Bulgarian for foreign students from Technical Universities: 1. Basic-semantic exercises. 2. Adaptive-receptive exercises. 3. Analytical-reproductive exercises and synthetic-reproductive exercises. (Author)

The subject of this investigation has not been treated so far in specialized literature. The author presents his own understanding of the essence of individual activity: it is at the same time a basis primarily of higher education, a basic form of the teaching process in training future university graduates and a basic method of their study activities.

In order to optimize the results of the individual activity with authentic texts extracted from the special subjects, it is necessary to compose rationally organized systematic exercises on vocabulary and terminology which are particularly consistent with the real linguistic competence of the foreign students from Technical Universities so that they can work individually and perform self-correction. In this relation, the following original typological classification is given: I. Basic-semantic exercises. II. Adaptive-receptive exercises. III. Analytical-reproductive exercises and synthetic-reproductive exercises.

The basic-semantic exercises hold a fundamental place within the overall system of exercises - in these exercises, by a highly qualified selection of authentic texts, there is introduced for the first time a typical vocabulary and terminology subject to primary individual semantization. Some typological samples of basic-semantic exercises are, for example: 1. Compare the words in the left-hand column with the words in the right-hand column and point out the synonyms. 2. Compare the words in the left-hand column with the words from the right-hand column and point out the antonyms. 3. The brackets after the following words contain their synonyms and/or antonyms; underline the synonyms with one line and the antonyms with two lines.

In the adaptive-receptive exercises - on the basis of the multiple (including aloud) reading of the authentic texts - on the adaptive level the semantization is realized



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mostly in relation to the various forms and relationships of the main lexico-terminological structures. Some typological samples of adaptive-receptive exercises are, for example: 1. Point out synonyms of the following words. 2. Compare the words in the left-hand column with the words in the right-hand column and use them to form expressions. 3. Supply the missing words in the following expressions. 4. Form the respective verbs from the following words. 5. Transform the following complex sentences into attributive clauses by replacing the attributive clauses with autonomous expressions.

Analytical-reproductive exercises and synthetic-reproductive exercises are designed, by analysis and synthesis, to help the foreign students in the specialized oral and written use of the typical vocabulary and terminology of the respective scientific style. Some typological samples of analytical-reproductive exercises (1-3) and synthetic-reproductive exercises (4-5) are, for example: 1. Explain the meanings of the following words, remembering the respective verbs from which these words are formed. 2. Explain the meanings of the following expressions. 3. Use the following expressions in suitable complex or simple sentences. 4. Draw up a plan of the n-theme and use it to retell the basic moments of this text. 5. Compose written questions to the text of the n-theme and also give answers to the questions.

The exercises described above, in their systematicity are in principle distinguished as a typological variety (on the basis of the more specific role and significance of the relation teacher - student) of the exercises in their respective system the classical foreign language type (communicator - recipient). These exercises are included in a textbook written by the author and have proved to be highly efficient in teaching Bulgarian as a foreign language at the University of Mining and Geology in Sofia.

The classification presented above has in principle a universal applicability for any type of analogous foreign-language teaching at universities.