

UDC 811:004

THE USE OF ELECTRONIC DICTIONARIES IN FOREIGN LANGUAGE TEACHING AT AN AGRICULTURAL UNIVERSITY

Rylo T.V., senior teacher

Belarusian state agrarian technical university, Minsk, the Republic of Belarus

Summary. The article is devoted to the problem of using electronic dictionaries in teaching a foreign language to students of technical specialties. The examples of the most appropriate and effective electronic resources used by students of agricultural specialties in foreign language teaching are described.

Key words: electronic dictionaries professional terminology, information technologies, vocabulary, translation, teaching process.

Formulation of the problem. One of the most significant problems that students face while learning a foreign language at an agricultural university is professional language vocabulary. The vocabulary is the central point in learning a foreign language, the ignorance of professional vocabulary leads to problems in using a foreign language. Using dictionaries is a great help in learning vocabulary. Electronic dictionaries, providing many advantages, have become an integral part in organizing the educational process at an agricultural university.

The main purpose of using new information technologies is to improve the quality of education. When living in the age of scientific and technological progress it is necessary to implement information technologies in the educational process, which allows spending the least amount of time on preparation for the classes and facilitates the students' assimilation of learning materials.

Knowledge of a foreign language is a necessary reality nowadays. The presence of foreign words in the native language often does not require their explanation and translation and is perceived as natural. However, the lexical aspect of professional communicative competence of a future specialist of agro technical profile implies the ability to recognize and understand special vocabulary. Rapid progress in the development of information-communicative and digital technologies allows teachers to optimally design the teaching process using a large number of electronic dictionaries.

The main materials of the study. Electronic dictionaries have a wider range of possibilities that determine their high pedagogical potential in comparison with traditional, paper versions. At present, we can emphasize the advantages of using electronic dictionaries in teaching a foreign language to students of agro technical specialties.

The use of electronic dictionaries not only simplifies the search for the required lexical units, but also deepens and diversifies foreign language learning. Printed dictionaries do not have the possibility to provide an example of each meaning of a word. Electronic dictionaries have this capability. This helps students to memorize vocabulary more thoroughly, relying on examples. Also a significant advantage of electronic dictionaries is the use of audio-visual teaching aids, i.e. illustrations, audio fragments. Along with the unique functions, the use of electronic dictionaries comes with some problems. They may prevent students from enhancing contextual thinking. Students tend to separate words from the context, and they do not realize that using the context will help them understand meanings.

Due to the fast search functionality of electronic dictionaries, students have the ability to immediately look up the meanings of all unknown words and phrases in a sentence. However, electronic dictionaries can cause distraction. This often occurs when students use electronic dictionaries in the classroom. It happens when they are trying to figure out the meaning of a new word. They tend to look up every unknown word they encounter because it is easy and quick for them to get the meanings and other relevant information from electronic dictionaries. However, according to research, these words are not related to the focus of the lesson in most cases. As a result, students may ignore what the teacher is talking about and this distracts them from the learning process.

Being a dynamic resource, an electronic dictionary constantly expands its database, i.e. it provides regular updating of terms and withdrawal of outdated words. This is a fundamental difference between electronic dictionaries and traditional dictionaries. Electronic dictionaries have flexibility, namely their functional ability to adjust to a particular subject area (agriculture, economics, computer science, physics, etc.) [1].

Electronic dictionaries have the ability to be used on a variety of electronic devices, allowing them to be used at any time with installed software or Internet access.

It is worth noting the fact that in electronic dictionaries it is possible to trace a huge number of the contexts in which this or that word is used, i.e. many Internet resources show translations, examples of usage and different kinds of formations corresponding to a certain foreign language.

The use of online dictionaries is an important part of teaching, which allows developing the skills of working with reference literature and mastering active lexical and grammatical competence. But before testing this tool, the teacher needs to study the main types and properties of various electronic dictionaries in order to select the most appropriate resource, taking into account the training direction of this or that group of students and the specifics of teaching a foreign language. The most interesting and useful programs will help students to improve their skills in working with professional terminology and, in general, increase their academic motivation to learn a foreign language [1].

One of the popular online dictionaries at an agricultural university is ABBYY Lingvo, which is an electronic dictionary designed to translate from Russian into 19 European and rare languages and back again. The words and expressions can be searched both through the dictionaries downloaded to the local disk and online dictionaries, which require an Internet connection. ABBYY Lingvo is suitable for translating professional terms. Students can use the Tutor tool, which includes an Oxford English grammar course and exercises for memorizing words. The vocabulary card contains a transcription, a button to listen to the pronunciation, the part of speech, all its correspondences in the selected language with an indication of the dictionary in which they are found, synonyms and antonyms, examples of usage and links to translations of collocations with the word. The mobile version supports search by pointing the camera focus on the text [2].

Woordhunt is widely used by students to learn English and as a bilingual online dictionary. The service is available in a browser on any device and provides opportunities to memorize new words. A detailed presentation of all possible equivalents in the dictionary, taking into account the context, can help when translating professional terminology. The vocabulary card contains transcription, pronunciation, frequency index, grammatical forms, homonyms, possible correspondences depending on the part of speech, with examples of usage in context and a section of collocations and set expressions. Occurrences in different sources are also displayed. The Woordhunt.ru site can be used both in class and out of class [3].

The Multitran Online Dictionary is suitable for translating professional terminology and provides an opportunity to consider the word in probable contextual combinations and shows the distribution of translation variants by subject. Convenient search helps to translate professional-oriented texts by selecting the most appropriate word equivalents [4].

Such dictionaries are widely used for daily work by students of technical specialties, as they are the most complete professional multilingual dictionaries, including a large number of highly specialized professional terms. The use of new well-developed dictionaries is a demonstration of a certain degree of so-called "advancement" of students. The use of electronic dictionaries can significantly accelerate the work in the classroom when working with professional texts. It is only necessary that students should not enter the whole pieces of text into the translators when performing translation tasks, but they should compile glossaries that could be used by them later on in class and when doing independent work outside the classroom.

Conclusion. Therefore, electronic dictionaries are becoming more attractive and popular among students of agricultural specialties. They provide practical effectiveness and actual functionality in foreign language teaching. The possibilities of using electronic dictionaries show that they are

not only a source of high-quality reference material, but also a useful and indispensable modern tool in teaching a foreign language to students of agricultural specialties. The use of electronic dictionaries in the teaching process is a promising, irreversible and purposeful process of modern education adaptation to the increasing information flow in the learning process.

References

1. Использование электронных словарей при обучении английскому языку студентов технических специальностей / Проблемы современного педагогического образования. – 2021. [Электронный ресурс]. URL: <https://cyberleninka.ru/article/n/ispolzovanie-elektronnyh-slovarей-pri-obuchenii-angliyskomu-yazyku-studentov-tehnicheskikh-spetsialnostey>. (дата доступа: 19.11.2023.)
2. Обзор АБВУ Lingvo [Электронный ресурс]. URL: <https://coba.tools/index.php/abbyu-lingvo>. (дата доступа: 19.11.2023.)
3. Обзор Woordhunt [Электронный ресурс]. URL: <https://coba.tools/index.php/woordhunt>. (дата доступа: 19.11.2023.)
4. Обзор Мультитран [Электронный ресурс] . URL: <https://coba.tools/index.php/multitran>. (дата доступа: 19.11.2023.)