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**FORMATION OF TERMINOLOGICAL COMPETENCE OF FUTURE TEACHERS:  
THEORETICAL ASPECT**

The article emphasizes that modern higher education is aimed at forming a competent student, a future teacher of NUS, who has fully mastered the professional subjects provided by the curriculum of the specialty; it was found that the main feature of a competitive specialist is the mastery of terminological vocabulary, i.e. the formation of terminological competence, based on the ability to use terms with accuracy, relevance and correctness in oral and written professional speech; based on the analysis of scientific sources it is established that terminological competence is a deep mastery of the terminology of the chosen profession at the level of special (professional) and psychological-pedagogical disciplines, the ability to operate the terminology system during practical training, in the process of independent work; the concept of “term” in linguistic circulation is studied; the notion of “term” and “common word” is distinguished; the signs of the terms to which it belongs are characterized: systematicity; the presence of a classification definition; brevity; strict conventionality; stylistic neutrality; involvement in the system of a certain industry; compliance with language standards; accuracy and brevity; derivational ability; invariance; high information; groups of terms and types of terms are analyzed – commonly used (ordinary words that have become widespread); intersectoral terms (taken from different branches of science, technology; names of objects, qualities, signs, actions, phenomena that are equally used in everyday language, fiction and documents); narrowly specialized terms (specially developed terminology to serve the needs of only one specific sector); the dominant requirements for the use of terms are clarified, which provide for the use of the term in one form fixed in the dictionary, observance of the rules of formation of derivative forms from it; it is emphasized that the active influx of foreign terms into the Ukrainian dictionary, coexistence in the terminology of national and international is not always justified.

**Key words:** term, commonly used word, terminological system, terminological competence, groups of terms, types of terms.

**Introduction**

Vectors of modern education are aimed at forming a competent student – a future teacher of New Ukrainian School, who has mastered professional disciplines and has developed communicative

competence, which includes the ability to “work with a text as a basic unit of speech: create his own statements, know the rules of documentation he will deal with in his professional activity; use the most important dictionaries (terminological,

orthographic, orthoepic, etymological, etc.); select appropriate terms from the specialty; adhere to the norms of the modern Ukrainian literary language” [Ruskulis, Zaitseva : 7]. One of the indicators of language acquisition, a sign of a competitive specialist is a skillful mastery of terminological vocabulary, i.e. it is a terminological competence, which is a component of professional, based on the ability to use terms in oral and written professional speech with accuracy, relevance and correctness.

### 1. Problem statement

We are impressed by the opinion of V. Avramenko that the main problem in the process of forming language and professional competence of a specialist in any field is not only the acquisition of terminology, but also the study of problems of formation, normalization and codification of Ukrainian national terminology which after gaining the independence by Ukraine and changes in the status of the Ukrainian language, the expansion of its functions in the state has entered a new stage of its development [Avramenko V.]. S. Doroshenko, studying the concept of “terminological competence”, emphasizes that it reflects the willingness and ability of a specialist to demonstrate appropriate personal qualities in situations of professional communication, mobilizing knowledge of professional terminology, skills and abilities to use accurately and linguistically correct terms orally and in written professional speech in accordance with regulatory requirements” [Doroshenko S.]. G. Rakshanova, I. Nazarenko find out that professional-terminological competence is “the formed ability to use professional terms accurately and expediently during the performance of official duties; acquired skills and abilities to grammatically correct build a sentence construction and his own dialogue, using the experience gained during the study of special disciplines of their specialty [Rakshanova G., Nazarenko I.]. We completely agree with such opinions of scientists and believe that the terminological competence of the future teacher is a deep mastery of the terminology of the chosen profession at the level of special (professional) and psychological-pedagogical disciplines, the ability to operate the terminology system in practical training and doing individual work.

**The purpose of the article** is to outline the concept of “terminological competence”, to clarify the concept of “term” in modern scientific circulation, to analyze groups and types of terms and features of using them.

### 2. Analysis of previous researches

The study of the terminological layer of vocabulary is comprehensively presented in the works of the following scholars: L. Boyarova, V. Vynnyk, V. Dubichynsky, V. Zhayvoronok, T. Kiyak, I. Kochan, L. Polyuga. Y. Pradid, L. Symonenko and others. Problems of formation of terminological (professional-terminological) competence are deeply studied in the modern scientific literature: A. Aleksyuk, Z. Girich, N. Golub, S. Goncharenko, O. Goroshkina, I. Gudzik, I. Drozdova, V. Mykhailyuk, A. Nikitina, G. Onufrienko, M. Pentyliuk, L. Ruskulis, O. Savchenko, T. Yavorskaya and others. Scientists offer the results of theoretical studies and offer practical ways to form terminological competence in classes in disciplines of professional orientation, provided by the curriculum of the specialty.

### 3. Results and discussions

The terminological competence of a future teacher is, first of all, mastering of professional terminology, because “professional vocabulary plays an important role in the development of science and technology and is able to determine the direction for further development of their theoretical positions. As the main means of expression, storage and transmission of special scientific and technical concepts, terminology provides the formulation of problems and the continuity of scientific knowledge” [Tkachenko K. : 5]. According to the Great Explanatory Dictionary of the Ukrainian language, a term is “a word or phrase that means a clearly defined special concept of any branch of science, technology, art, social life, etc.” [Velykyy : 1444]. O. Selivanova notes that the term “is a component of the system of language signs, which serves communication in a particular area together with the commonly used lexicon” [Selivanova O. : 736]. B. Golovin and R. Kobrin believe that this word or combination of words that expresses and forms a professional concept and is used to develop a particular profession. [Golovin B., Kobrin V. : 5]. Thus, scholars define a term as a word or phrase that is used in a particular field.

However, it is not always possible to draw a clear line between terms and common words for several reasons: terms are components of the explanatory dictionary of the language, already mastered by the system of modern Ukrainian literary language; almost every newly formed word is a product that is projected on a system that has already been developed by scientific knowledge; the purpose of non-term words is to clarify scientific knowledge; almost every word is potentially a term; contrasting the meanings of terms and non-terms according to accuracy is unfair [Kotelova N. : 41].

According to O. Selivanova, terms are characterized by certain features, which include: systematic; the presence of a classification definition; brevity; strict conventions; stylistic neutrality; involvement in the system of a certain industry; compliance with language standards; accuracy and brevity; derivational ability; invariance; high information [Selivanova O. : 736–737]. In the structure of terms, linguists propose to distinguish the following types of terminological units: 1) simple: non-derivatives and derivatives; 2) complex; 3) folded; 4) terms-symbols and terms-half-symbols.

According to the fields of knowledge, terms are divided into several groups: 1) The table represents the views of scholars on this problem.

Table

Scholars	Groups of terms
B. Golovin, R. Kobrin	terms of science; terms of equipment and production; terms of management; terms of culture and sports
V. Rusanivsky	scientific terminology; socio-political; socio-economic; legal
“Modern Ukrainian literary language. Vocabulary and Phraseology”	socio-political terminology (economic, philosophical, logical, psychological, pedagogical, historical, legal, diplomatic, financial, official-business); terminological vocabulary (literary and linguistic terminology; artistic and artistic (musical, theatrical, cinematographic, fine arts, architectural); physical-mathematical, natural, geological-geographical and technical terminology; metallurgical, mechanical engineering, mechanical engineering), radio terminology, agricultural, medical, sports, military, aviation, etc.

There are three types of terms in the scientific literature: commonly used are ordinary words

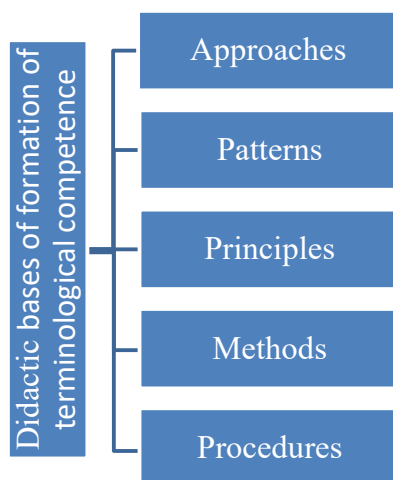
that have become widespread; names of objects, qualities, signs, actions, phenomena that are equally used in everyday language, fiction and documents. Such terms are simple, accessible, clear. They are not always convenient, often ambiguous, allow different interpretations, can be used in one or another meaning. Their use is appropriate if the meaning is clear to all and does not raise any doubts in a particular context; *intersectoral terms* – terms taken from various fields of science, technology, as well as professionalism; *narrowly specialized terms* – specially developed terminology to serve the needs of only one specific field (morph – linguistics, atom – physic etc.) [Ruskulis, Zaitseva]. The set of terms is the terminology of the sector. It should be emphasized that the formation of a student’s terminological competence is based on the mastery of intersectoral (pedagogy, psychology, methods of teaching a particular discipline) and specialized terminology (according to the specialty that is obtained).

The use of terms is subject to certain requirements to which scientists refer: the term should be used only in one form recorded in the dictionary; the term should be used with one meaning fixed in the dictionary; when using the term, the formation of derivative forms should be strictly adhered to.

However, as V. Avramenko emphasizes, there is an urgent problem of the emergence of a large number of borrowed terms, their active influx into the Ukrainian dictionary, coexistence in the terminology of national and international is not always justified [Avramenko V.]. We emphasize that the use of terms of foreign origin should be limited, on the one hand, but it is impractical to replace them with poorly formed Ukrainian counterparts.

The formation of terminological competence is based on the approaches, principles, methods and techniques of teaching, the relationship (figure).

Deep analysis of scientific sources (Z. Bakum, N. Golub, O. Goroshkina, T. Donchenko, V. Doroz, S. Karaman, O. Kopus, A. Nikitina, S. Omelchuk, M. Pentilyuk, L. Ruskulis, T. Symonenko, G. Shelekhova, etc.) allows us to identify specific approaches to the formation of terminological competence: competence, research, text-centric, functional-stylistic. Thus, the competence approach



**Fig. Didactic basics of forming terminological competence**

is a guideline that “directs the professional activities of teachers to fulfill the main goal of language education – the education of language personality, which has a system of knowledge, skills and abilities that will ensure its high level of communication in various life situations” [Pentelyuk M. : 5]; functional and stylistic approach will provide education of a linguistic personality, which would be free to possess all the riches of language at the phonetic, lexical, grammatical and stylistic levels [Ruskulis L. : 68], its implementation is based on the processing of the text, where a particular term functions. Working with a text is the basis of a text-centric approach, which provides the development of the ability to have a conversation, to express oneself as a highly cultured linguistic personality.

For the methodology of work on the formation of terminological competence it is important to take into account the patterns of language learning, to which the authors of the textbook “Methods of teaching the Ukrainian language in secondary schools” [Methods : 30] refer: *regularities of language learning*: constant attention to the matter of language, its sound system; understanding the semantics of language units; the ability to master the norm of literary language; assessment of the expressive possibilities of the native language; development of language sense, gift of speech; advanced development of oral speech; dependence of speech skills on knowledge of grammar and vocabulary of the language; *regularities of speech acquisition*: constant

attention to the matter of language, its sound system; understanding the semantics of language units; the ability to learn the norms of literary language [Ibid]. We consider it necessary to take into account these patterns, because they are based on learning the vocabulary of the Ukrainian language, in particular the terminology.

The conducted investigations convince us of the need to take into account the principles of scientificity, continuity and prospects, systematicity and consistency, the connection of theory with practice, independence and activity [Methods]. Dominant, in our opinion, is taking into account the principle of scientificity, the main purpose of which is to acquaint students with scientific information, teach them to operate with reliable, verified facts, based on the teachings of scientists, analyze their studies and critically evaluate and operate terminology, be able to explain the meaning of the term. The principle of systematicity provides a clear procedure for mastering the terms in accordance with professional disciplines and courses of psychological, pedagogical and methodological direction. This principle is closely related to the principle of continuity and perspective, as a student learns the terms in stages in close connection and with a gradual complication. Of course, theoretical foundations of any study must be confirmed by practical developments, so it is also important to consider the principle of connection between theory and practice. The student begins to operate with terminology under the close supervision of the teacher, who informs, directs and advises the applicant.

The outlined specific approaches and principles of training allow to define a system of methods and receptions on mastering the terminology of a specialty. Versatile analysis of scientific and scientific-methodical literature allows us to identify the following specific teaching methods: the method of working with educational and scientific-information sources, the method of discussion, observation and analysis of linguistic phenomena, linguistic experiment. The main task in the process of preparing future teachers is to choose a correct method of teaching considering these factors: the specificity of the discipline, its theoretical and practical direction; topic’s features and the amount of material students need to learn;

the amount of time for learning; the availability of information technology and the possibility of their implementation in the educational process; age and psychological characteristics of students [Ruskulis L. : 43].

### Conclusions

The conducted research made it possible to prove the main role of mastering the terminological vocabulary of the specialty received by a student of a higher education institution of pedagogical orientation, which forms his terminological

competence. Modern scientific studies prove that for a successful professional activity a competitive specialist must correctly understand and competently apply the relevant special terminology. It is important to take into account the approaches, patterns, principles and methods of teaching for the successful mastering of terms.

In the future we plan to offer a system of exercises and tasks aimed at forming the terminological competence of a modern student, a future teacher.

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## **ФОРМУВАННЯ ТЕРМІНОЛОГІЧНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ УЧИТЕЛІВ: ТЕОРЕТИЧНИЙ АСПЕКТ**

У статті наголошено, що сучасна вища освіта спрямована на формування компетентного студента, майбутнього вчителя НУШ, який усебічно засвоїв фахові предмети, передбачені навчальним планом спеціальності; з'ясовано, що магістральною ознакою конкурентоспроможного спеціаліста є оволодіння термінологічною лексикою, тобто формування термінологічної компетентності, в основі якої є здатність із точністю, доречністю і правильністю використовувати терміни в усному й писемному професійному мовленні; на основі аналізу наукових джерел встановлено, що термінологічна компетентність – це глибоке оволодіння термінологією обраного фаху на

рівні спеціальних (фахових) та психолого-педагогічних дисциплін, уміння оперувати терміносистемою під час практичної підготовки, у процесі виконання самостійної роботи; простудійовано поняття «термін» у лінгвістичному обігу; розмежовано поняття «термін» та «загальноживане слово»; охарактеризовано ознаки термінів, до яких належать: системність; наявність класифікаційної дефініції; стислість; жорстка конвенційність; стилістична нейтральність; залучення до системи певної галузі; відповідність нормам мови; точність і короткість; дериваційна здатність; інваріантність; висока інформаційність; проаналізовано групи термінів і види термінів – загальноживані (звичайні слова, які набули значного поширення); міжгалузеві терміни (взяті з різних галузей науки, техніки; найменування предметів, якостей, ознак, дій, явищ, що однаково використовуються в побутовій мові, художній літературі та в документах); вузькоспеціальні терміни (спеціально вироблена термінологія для обслуговування потреб лише однієї конкретної галузі); з'ясовано домінуючі вимоги до використання термінів, що передбачають вживання терміна в одній, зафіксованій у словнику формі, з одним значенням, закріпленим у словнику, дотримання правил утворення від нього похідних форм; підкреслено, що активний приплив в український словник іншомовних термінів, співіснування в терміносистемі національного та інтернаціонального не завжди є виправданим.

**Ключові слова:** термін, загальноживане слово, терміносистема, термінологічна компетентність, групи термінів, види термінів.