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DIGITAL TECHNOLOGIES IN THE ESP COURSE FOR DEVELOPING TERMINOLOGICAL COMPETENCE

Abstract. *The article aims at studying the effectiveness of using digital technologies in developing students' terminological competence in the English for Specific Purposes (ESP) course. The topicality of this study is determined by the appeal to the principles of the implementation of the competency-based approach in teaching terminological vocabulary in ESP. The proficiency in a specialized language is considered one of the main indicators of the quality of professional education of specialists. The terminological competence is viewed as an essential component of professional competence, which contributes to successful specialized intercultural communication through mastering terms in English. According to this view, terminological competence is understood as the ability and readiness of a specialist to competently apply terminology in solving professional problems, while using the minimum number of personal resources. The specifics of terminological competence are reflected by three components: subject-cognitive, intellectual-reflexive and communicative-linguistic. It is outlined that modern scholars have recognized that the development of terminological competence turns out to be more successful in the digital learning environment. It is stated that the use of modern digital technologies in teaching ESP allows not only increasing students' language proficiency, but also improving their communication abilities, making learning ESP more accessible and exciting, and creating a sustainable interest in the English language. The theoretical significance of the study is determined by the identification of additional opportunities for the use of digital technologies at the university in the ESP course, which allows a more flexible response to changes in all aspects of human life. The practical significance lies in listing the main digital tools, as well as providing recommendations for their use. During technological breakthroughs and globalization, knowledge of ESP becomes critically important, which opens the door to global communication, career growth, and allows youth to see the world from a new perspective.*

Keywords: *digital technologies, English for Specific Purposes (ESP), professional competence, specialized language, terminological competence.*

General statement of the problem and its connection with important scientific or practical tasks. Nowadays, the expansion of international professional relations on the global scale has led to the need for the formation of bilingual professional competence among students as future specialists. Consideration of this task is impossible without understanding the formation of terminological professionally oriented communication. Teaching terminology in the process of intercultural communication in the ESP course makes it possible to successfully solve the problem of forming professionally oriented communicative competence in a future specialist, that is, the ability to carry out full-fledged professional communication in English.

Today, proficiency in a specialized language is one of the main indicators of the quality of professional education of specialists. Specialized vocabulary plays a vital role in international cooperation, ensuring the interaction of scientists from different countries and cultures, the continuity of scientific knowledge. In addition, terminology is a source of new knowledge and a means of professional development. Every successful specialist is inevitably faced with the need to replenish the terminological thesaurus, as well as with an understanding of the mobility of the terminological system, obsolescence and updating of certain terminological

areas. Specialized vocabulary considers to be a major feature of ESP.

Teaching ESP in technical universities faces a number of problems. One of them is the limited time that students can allocate to study English, since the main specialty requires significant time and effort. In addition, there is a problem of motivation, since students often do not see a clear connection between their future profession and the need to know a foreign language. This can lead to decreased interest and effort put into learning ESP. Lack of practice is also an important problem. Without regular use of the English language in real-life situations, students may struggle to gain confidence and practical skills. Diversity of language proficiency levels in the same class can create barriers to effective learning as the teacher must adapt to different proficiency levels. Finally, not all Ukrainian universities can provide access to modern digital technologies and teaching materials for studying ESP, which can also limit students' opportunities [1]. However, many of these problems can be solved or sometimes mitigated through the use of modern digital technologies in ESP teaching.

The analysis of the problem of determining the essence and structure of the terminological competence of a specialist is due to a number of objective reasons. First of all, this is the intensive development of art, science and technology and the emergence, as a result, of new terms that make it possible to fix the results of human intellectual and creative activity in the language. An important role is also played by the transition from a knowledge-oriented model of education to a competency-based one, which radically changed the attitude towards the importance of terminology in the process of assimilation of educational information. There is a growing need not only for differentiation, but also for clarifying the meanings of terminological units used in intellectual, creative, communicative and other activities. In this regard, terminological research is actively carried out related to the identification and description of the functions of the term in professional texts of various genres and in various situations of professional communication, the definition of the features of the use of terms in speech and computer systems, and practical issues of terminography in designing and developing dictionaries of professional vocabulary. Since the beginning of the XXI century. in many countries, studies have conducted on the issues of terminological training of specialists, as scientists and practitioners recognize that terminology as one of the main features of the scientific style, which is the informative core of the vocabulary of the language of science and profession, should be reflected at all stages of preparation for professional activity and communication, since the sphere of professional activity is served by a specialized language — the language of professional communication.

Furthermore, in the modern world, every year digital technologies are increasingly exploited in all areas of human life, in particular in the educational process, namely, in the teaching of ESP in higher education institutions, which increases the level and quality of training future specialists. Digital technologies provide significant help in the development of skills and improvement of speech training in the study of lexical and grammatical material, processing pronunciation, teaching dialogic and monologic speech, writing, during the control of acquired skills and abilities. Application of digital technologies in the educational process (the use of modern computer technology, the capabilities of the Internet, multimedia educational complexes, electronic learning tools with relevant classes of informative software systems) creates the prerequisites for a radical renewal of the process of teaching ESP.

Given the above mentioned, the topicality of this study is determined by the appeal to the principles of the implementation of the competency-based approach in teaching terminological vocabulary in ESP. The use of modern digital technologies in teaching ESP allows not only increasing students' language proficiency, but also improving their communication abilities, making learning ESP more accessible and exciting, and creating a sustainable interest in the English language.

The theoretical significance of the study is determined by the identification of additional opportunities for the use of digital technologies at the university in the ESP course, which will allow a more flexible response to changes in all aspects of human life. The practical significance lies in listing the main digital tools, as well as providing recommendations for their use. During technological breakthroughs and globalization, knowledge of ESP becomes critically important, which opens the door to global communication, career growth, and allows youth to see the world from a new perspective.

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Analysis of the latest research and publications. The literature review shows that most studies of terminological competence have only been carried out in terms of a specialized translation classroom. As I. Sikora [2] states, terminological competence is a main component of translation competence, which embraces information mining and terminology management skills. Additionally, it is an ability to precisely relate expert knowledge to specialized linguistic manifestations in one or some languages. Spanish scholars S. Montero Martínez and P. Faber [3; 4] express a similar opinion, emphasizing that terminological competence as a part of translation competence is the ability to: 1) identify and assimilate terms and concepts operated in a particular discourse; 2) provide the evaluation, deliberation, and amplification of information resources; 3) perceive interlinguistic correlations based on concepts in the specialized field; 4) manage information and knowledge acquired and its utilization in translations [4, p. 4].

Modern scholars [5; 6; 7; 8] consider terminological competence as an essential component of professional competence, which contributes to successful specialized intercultural communication through mastering terms. According to this view, terminological competence is understood as the ability and readiness of a specialist to competently apply terminology in solving professional problems, while using the minimum number of personal resources. In this case, the specifics of terminological competence are reflected by three components: subject-cognitive, intellectual-reflexive and communicative-linguistic [7].

The subject-cognitive component is a set of knowledge that is necessary to understand the requirements of specialized fields of activity, logically explain the choice of methods for solving typical problems, and competently explain the quality of the results. This component manifests itself in the form of recognition of terminological units in the text or in the process of professional communication (oral and written), as well as in the ability to reproduce certain specialized terminology out of context [7].

The intellectual-reflexive component presupposes the ability to exploit terms in professional activities not only in routine professional situations, but also in conditions of choice or uncertainty. Their main function is to fully reflect personal professional experience based on the conceptual apparatus and terminological characteristics of a certain area of professional activity [7].

The communicative-linguistic component is fully implemented in the process of professional communication with the view to ensuring the accuracy of understanding specialized information. It is realized in the correct use of terms in oral and written speech, in the ability to explain the specifics and meaning of the term to other participants in specialized communication when solving a problem [7].

When it comes to the academic context of ESP, we have found numerous studies on specialized vocabulary strategies, while there are only some which specifically touch upon developing student's terminological competence. Among the latter ones, for instance, there is a paper of Hungarian scholar K. Polcz [9], who argues that in the ESP classroom it is of paramount importance to raise students' terminological awareness. He also states that terminological competence is one of the constituent elements of communicative competence [9]. Moreover, today these studies have recognized that the development of terminological competence turns out to be more successful in the digital learning environment [10; 11; 2]. This new educational landscape with multimedia technologies is providing students with multiple opportunities for developing terminological competence efficiently, and in a more motivating and enlightening way [10].

Although multimedia classroom tools offer ESP teachers multiple ways of engaging students in the learning process, they also present challenges for teachers. One of the challenges lies in the fact that certain multimedia tools promote far more active learning and student decision-making than others [1; 11], and teachers are supposed to be prepared for this.

However, despite the apparent importance of turning to specialised languages in teaching ESP, this aspect of educating future technical specialists has not become the subject of special research yet. As well as the problem of developing students' terminological competence in ESP on the basis of digital technologies within an interdisciplinary context has not been a subject of particular scrutiny yet, which determines the relevance of our study.

Purpose and objectives of the article. The purpose of this article is to study the effectiveness of using digital technologies in developing students'

terminological competence in the ESP course. The main objectives of the article are as follows: 1) study and analysis of current digital tools in teaching ESP; 2) highlight the effectiveness of their application in the context of developing students' terminological competence.

Presentation of the main material. Lexical and terminological knowledge contribute to the main components of English professional communicative competence. However, mastering specialized vocabulary presents a number of problems associated with differences in the structural and semantic characteristics of the terminological systems of L1 (native language) and L2 (target language). And today, teachers have begun to use some innovative approaches with the help of digital technologies to present new vocabulary items in the ESP courses. Most of these methods tend to be associated with blended learning, approaches that focus on students and their interactions with peers. The combination of face-to-face classroom education with computer-mediated activities has been one of the most commonly used teaching methods in higher education in the last decade, especially in ESP.

It should be observed that the flipped classroom approach to teaching ESP has become particularly attractive in the context of ESP due to limited classroom time, the complexity of technical and semi-technical vocabulary, and the availability of Internet educational resources [12]. This flipped learning process means that students learn by watching lectures, reading related articles, and conducting research outside of class, as well as participating in classroom, pair or group work under the guidance of a teacher. [13]. Therefore, Bloom's Taxonomy (i. e., Remember, Understand, Apply, Analyze, Evaluate, Create) should be inverted, emphasizing the mastery of higher order cognitive skills in the ESP classroom. In addition to practicing terminological vocabulary, the development of terminological competence usually includes a number of other skills: inferring meaning from context, understanding appropriate register and ways of word formation, considering grammatical behavior of terminological units, searching for synonyms, antonyms, hyponyms and translation equivalents. In a traditional classroom, when an unknown term appears in professional discourse and causes a problem, the ESP teacher usually pays a lot of attention to it. There are several strategies for dealing with unknown terminology: descriptive hint, contrastive hint, cause and effect hint, restatement of synonyms, giving examples, use of prefixes, roots and suffixes, translation [12; 8]. However, such classroom work takes up a lot of time and, as a result, does not have enough time to solve higher order cognitive problems. In a flipped classroom, learners are asked to work with unadapted material outside the classroom, and therefore learners must learn to grasp the essence by making predictions using words they are familiar with. The flipped classroom model provides ample opportunities to design ESP courses using active learning with the view to developing students' terminological competence. Students can choose online assignments that suit their ESP proficiency and cognitive level rather than doing the same vocabulary exercises as everyone else. As classroom time is freed up for problem-based and case-based learning, teachers can also be more creative in designing assignments, providing useful practice for a wide range of lexical structures and functions. Some practical recommendations include exposing students to online sources for terminology analysis and ESP vocabulary work, such as corpora and visual thesauri [13]. They can be used to help students understand how useful terminology is in their professional field and choose which terminology to work on.

Many ESP students are a part of the generation that M. Prensky [14] calls the digital generation. These students process information differently and the education system does not meet their needs. The turn-of-the-century generation shares information through online games, blogging, and social media. They are focused on getting information from the Internet and are not afraid to express an individual view or extrapolate a general one [5]. Based on the knowledge about this type of students, many ESP teachers implement blended learning strategies, exploiting a large number of information and communication technologies, distributing learning, and mobile learning resources.

Since the digitalization of the educational process is caused by the need for widespread implementation of innovative technologies, the emergence of new requirements for specialists, in particular for the formation of key competencies, and the new digital generation (with special socio-psychological characteristics). This is a change in the paradigm of communication with the

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outside world and a high-quality internal tool for optimizing the educational environment. The use of digital educational resources enables a modern institution of higher education to meet market demands. As a result, digital educational resources become a fundamental factor in the effective provision of the educational process in ESP in modern conditions.

Taking into account our experience of teaching ESP, we can argue that such educational platforms as *Genially, Quizlet, Wizer.me* can come in handy in developing terminological competence of students. Let us consider them in detail.

Genially allows anyone to create interactive and animated content. The platform is used in more than 190 countries to create visual content. *Genially* makes it possible to use interactive images and gamification, thanks to which the audience's attention is retained and they are active in the classroom. Most students claim that interactive content is remembered better than with the classical method, and learning through games increases motivation and improves concentration. The platform is a tool for creating all kinds of didactic resources, presentations, games, interactive images, maps, illustrated processes, etc. The *Genially* platform is suitable for all levels of education (primary, secondary and higher) and e-learning as well. It is possible to comfortably work in groups on any project in the cloud: an updated link allows students to automatically synchronize the document, avoiding file loss. There are also different ways to share educational projects, e. g.: to present in class using a projector; to post it on a website, blog, Moodle, etc.; to send a link by email, Whatsapp, Telegram, etc.; to download as PDF or JPG for printing or HTML for offline viewing.

At such classes, educational materials can be presented not only in printed form, but also in graphic, audio, and animated form, which provides students with a real opportunity to master the subject at a higher level.

Quizlet, in its turn, is an app that allows students to create flashcards with words. Let's look at the educational modes available in the program. The mode *Flashcards* is the main mode for learning words, in which the following actions are available: to leaf through cards (go to the next or previous); to turn the cards in both directions (from one language to another); to shuffle the deck; to set aside difficult cards (mark with an asterisk). The mode *Learn* is a knowledge testing mode designed to help consolidate knowledge and check the level of mastery of the material. In this mode, the application will divide cards into those that are easy for the user and those that are difficult to remember. In the *Speller* mode students need to write words under dictation. The mode is designed for learning words, developing listening comprehension and spelling. The *Test* mode includes a test of four tasks. Here the program uses the words from a set of cards to create a test with four types of tasks. It is possible to add or remove tasks by unchecking the boxes in the settings panel on the right. This mode can be especially useful for teachers. In the *Written* mode, students are asked to write a word independently from memory and check how well they managed to remember a particular word.

With the help of *Quizlet*, students practice vocabulary skills on their own, and during class they can take a dictation using new vocabulary. In this way, it is possible to automate the process of mastering, consolidating and applying educational material, taking into account the interactivity of the dictionary, as well as organizing independent educational work for students.

Wizer.me is presented as interactive worksheets where ESP teachers can add videos, audio, images and different types of questions in a funny and easy way. The platform has the ability to share completed assignments with students via *Google Classroom* or any learning management system in one click. Checking and grading occurs automatically, but a teacher can also manually check work one by one to provide feedback to the student. *Wizer.me* allows teachers to easily add any multimedia materials (video, audio, images) directly to the interactive worksheet. The platform can set time for students to complete certain tasks and closes access to them after this time. Using the *Wizer.me* application, students can perform independent work in class, which is subsequently assessed by the teacher. In general, this application allows teachers to automate the system of monitoring, assessing and correcting students' knowledge, as well as achieving differentiation and individualization of learning.

All the types of activities described above using the mentioned online platforms contribute to the formation of the English terminological basis of future specialists. This activity also includes work on compiling terminological glossaries. The formed terminological basis allows the future specialist to

effectively exchange information, and, therefore, successfully interact and fulfill their professional tasks.

It is important to point out that the formation of terminological competence is a certain stage in the development of a student's personal characteristics through the presentation of terms and concepts of a specialized field and the formation on its basis of subject-matter, practical and theoretical experience of the individual. For future graduates, who in their professional activities will directly communicate with other specialists in their field, knowledge and understanding of what term denotes this or that concept, how to use professional terms in communication with specialists, is a necessary component of their professional competence. Mastery of the conceptual and terminological basis in the subject area in the scientific and pedagogical literature is considered as one of the most important conditions for the quality of mastering the content of education, and in the future — the quality of enhancing professional skills.

Therefore, the assimilation of the abovementioned platforms involves the use of an effective methodology capable of attracting interest in the rather complex process of working with scientific terminology in the ESP course. There is no doubt that the use of digital resources in the educational process creates prerequisites for updating both content-targeted and technological aspects of education, and contributes to developing students' terminological competence.

Conclusions. Thus, the use of digital resources for the formation of terminological competence of students contributes to their creative development, self-enhancement, orientation in the information space, preparation for life and professional activity in the conditions of the challenges of the globalized world. Exploiting such educational platforms as *Genially, Quizlet, Wizer.me* in the process of learning terminology as part of the ESP course makes the educational process lively and interesting, creates opportunities for its intensification, provides motivation for educational activities, contributes to the diversification of forms and methods of work, enables effective cooperation and partnership between the teacher and students and ensures the development of terminological competence of the latter. There is no doubt about the effectiveness of such online platforms as additional didactic tools for independent work of students in classes or as a tool for self-study. However, in our opinion, it is impossible to consider online platforms as an equal alternative to traditional classes.

Along with this, it should be noted that the use of digital technologies without the support of the educational process by the teacher cannot be effective, since such technologies are only a means of learning foreign languages. They do not act as an analogue of the teacher, but only improve and expand the possibilities of teaching.

We consider the conducting of a pedagogical experiment based on the theoretical material covered in this article, and the development of a set of exercises for the step-by-step formation of students' terminological competence during the ESP study based on multimedia resources to be promising areas of research.

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ЦИФРОВІ ТЕХНОЛОГІЇ В КУРСІ АНГЛІЙСЬКОЇ МОВИ ПРОФЕСІЙНОГО СПРЯМУВАННЯ ДЛЯ РОЗВИТКУ ТЕРМІНОЛОГІЧНОЇ КОМПЕТЕНТНОСТІ

Анотація. *Метою статті є дослідження ефективності використання цифрових технологій у формуванні термінологічної компетентності студентів під час вивчення англійської мови для спеціальних цілей (ESP). Актуальність дослідження зумовлена зверненням до засад реалізації компетентнісного підходу у викладанні термінологічної лексики англійської мови спеціального вжитку. Володіння фаховою мовою вважається одним з основних показників якості професійної освіти спеціалістів. Термінологічна компетентність розглядається як складник професійної компетентності, що сприяє успішній спеціалізованій міжкультурній комунікації через оволодіння фаховою термінологією англійською мовою. Відповідно до цього погляду під термінологічною компетентністю розуміється здатність і готовність фахівця грамотно застосовувати термінологію при вирішенні професійних завдань. Специфіку термінологічної компетентності відображають три компоненти: предметно-когнітивний, інтелектуально-рефлексивний та комунікативно-мовний. Визначено, що розвиток термінологічної компетентності більш успішний саме у цифровому освітньому середовищі. Використання сучасних цифрових технологій у викладанні англійської мови для спеціальних цілей дає змогу не лише підвищити рівень володіння мовою студентів, а й покращити їхні комунікативні здібності, зробити вивчення англійської мови спеціального вжитку більш доступним і захопливим, сформувати стійкий інтерес до англійської мови. Теоретична значущість дослідження визначається виявленням додаткових можливостей використання цифрових технологій в університеті в курсі ESP, що дає змогу гнучкіше реагувати на зміни в усіх аспектах життя людини. Практична значущість полягає в переліку основних онлайн-платформ для вивчення термінологічної лексики, а також наданні рекомендацій щодо їх використання.*

Ключові слова: *цифрові технології, англійська мова для спеціальних цілей (ESP), професійна компетентність, фахова мова, термінологічна компетентність.*

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