



DEVELOPING TERMINOLOGY COMPETENCE IN LINGUISTICS MASTER'S PROGRAMS

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Abstract

This article examines the development of terminology competence in linguistics master's programs as a key component of academic and professional training. The study explores the theoretical foundations of terminology competence and highlights its significance in linguistic research, academic writing, and professional communication. Particular attention is paid to modern pedagogical approaches, methods, and strategies aimed at enhancing students' ability to understand, analyze, and effectively use linguistic terminology. The paper emphasizes the role of interdisciplinary integration, independent learning, and the use of digital educational resources in fostering terminology competence. The findings of the study contribute to improving the quality of linguistics master's education and strengthening students' research skills and professional readiness.

Keywords: linguistics master's programs, professional training, linguistic terminology, pedagogical approaches, interdisciplinary integration, digital educational resources

Introduction: In contemporary linguistics education, the quality of professional training increasingly depends on students' ability to understand and effectively use specialized terminology. Terminology competence plays a crucial role in shaping linguistics master's students' academic literacy, research performance, and professional communication. As linguistic science continues to expand and diversify, future specialists are required not only to master theoretical concepts but also to accurately interpret and apply a wide range of discipline-specific terms.

In linguistics master's programs, terminology serves as a fundamental tool for acquiring and constructing knowledge. Insufficient command of linguistic terminology often leads to difficulties in comprehending scholarly texts, conducting research, and participating in academic discourse. Therefore, developing terminology competence is an essential objective of higher education, particularly at the postgraduate level, where students are expected to engage in independent research and produce academically rigorous work.





Recent educational research emphasizes the need for innovative pedagogical approaches to support terminology acquisition. Traditional memorization-based methods are no longer sufficient to meet the demands of modern linguistics education. Instead, learner-centered strategies, interdisciplinary integration, and the use of digital resources have gained prominence in fostering deeper conceptual understanding and long-term retention of terminology.

This article aims to analyze the theoretical foundations of terminology competence and to explore effective methods for its development within linguistics master's programs. By examining contemporary teaching practices and educational tools, the study seeks to contribute to the improvement of postgraduate linguistics education and to enhance students' readiness for academic and professional challenges.

Main Part: Terminology competence is a multifaceted component of professional competence that involves the ability to understand, interpret, and appropriately use specialized terms within a specific field of knowledge. In linguistics master's programs, terminology competence encompasses not only knowledge of linguistic terms but also an awareness of their conceptual content, functional usage, and contextual variability. It includes cognitive, functional, and communicative components, which together enable students to operate effectively in academic and research environments.

The cognitive component refers to the understanding of terminological meanings and their relationships within linguistic theories. The functional component involves the ability to apply terms accurately in academic writing, research analysis, and oral presentations. The communicative component reflects the use of terminology in professional discourse, collaboration, and scholarly debate. The balanced development of these components is essential for ensuring high-level academic performance in linguistics education.

Despite its importance, the development of terminology competence among linguistics master's students faces several challenges. One of the primary difficulties is the abstract and interdisciplinary nature of linguistic terminology, which often originates from philosophy, psychology, sociology, and computer science. This complexity can lead to confusion and superficial understanding if appropriate instructional strategies are not applied.

Another challenge is the dominance of passive learning methods, such as rote memorization of definitions, which do not promote deep conceptualization. Additionally, limited exposure to authentic academic texts and insufficient practice in research-based tasks may hinder students' ability to actively use





terminology. Language barriers, especially in programs conducted in a foreign language, further complicate the acquisition of precise terminological knowledge.

Effective development of terminology competence requires the implementation of modern pedagogical approaches. A learner-centered approach emphasizes active student engagement through problem-based learning, discussions, and collaborative tasks. These methods encourage students to analyze terms critically and apply them in meaningful contexts.

Interdisciplinary integration is also a key strategy, as it allows students to understand the connections between linguistic terminology and related fields. Project-based learning, research assignments, and corpus-based analysis provide opportunities for practical application of terms. Furthermore, the use of digital educational resources, such as online glossaries, linguistic databases, and academic corpora, enhances accessibility and supports autonomous learning.

Independent learning plays a significant role in strengthening terminology competence at the master's level. Self-directed activities, including reading scholarly articles, compiling personal glossaries, and engaging in research projects, enable students to deepen their terminological knowledge. Digital tools facilitate this process by providing instant access to updated terminological resources and authentic academic materials.

The integration of learning management systems, interactive platforms, and specialized linguistic software supports continuous practice and assessment. These technologies not only improve terminology acquisition but also develop students' digital literacy, which is essential for modern linguistic research.

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