

## CHAPTER 3

# THEORY AND METHODS OF VOCATIONAL EDUCATION

### FORMATION OF TERMINOLOGICAL COMPETENCY IN FUTURE SPECIALISTS IN THE ECONOMICAL FIELD OF STUDY

**Valentyna Avramenko<sup>1</sup>**

<sup>1</sup>Ph.D. (Pedagogy), Associate Professor, Practical Linguistics Department, Pavlo Tychyna Uman State Pedagogical University, Uman, Ukraine, e-mail: via@ukr.net, ORCID: <https://orcid.org/0000-0003-4859-041X>

**Citation:**

Avramenko, V. (2023). Formation of terminological competency in future specialists in the economical field of study. *Pedagogy and Education Management Review*, (3), 61–66. <https://doi.org/10.36690/2733-2039-2023-3-61-67>

**Received: August 28, 2023**

**Approved: September 29, 2023**

**Published: September 30, 2023**



This article is an open access article distributed under the terms and conditions of the [Creative Commons Attribution \(CC BY-NC 4.0\) license](https://creativecommons.org/licenses/by-nc/4.0/)



**Abstract.** The article reveals the peculiarities of the formation of technological competence in future specialists of the economic direction. The purpose of the article is to reveal the peculiarities of the formation of technological competence of future specialists in the economic direction. The study used general scientific technological competencies of future specialists. An analysis of the literature on the research problem was carried out to study the state of its development and prospects for research, systematization and generalization of conclusions. The work based on such a study outlines the concept of "terminological competence of future specialists in the economic profile." The current state of formation of the studied competence among students of economic education is considered. Students of economic education use the presented exercises for developing the specified competence. Ways to improve the formation of the terminological competence of economist students involve the comprehensive use of scientific and educational texts, terminological dictionaries from various economic fields of knowledge, and mass media materials. The process of forming the terminological competence of future economists takes place thanks to the presence in the economic terminology, which is developed and obeys the laws of language. The article systematizes the main parameters in the evolving economic terminology, which adhere to the laws of language: polysemy of terms; determinologization of terms resulting from their usage in various scientific fields, including economics; introduction of term components into synonymous paradigms; functioning of specialized terms as part of homonymous paradigms; introduction of professional terms into paronymous paradigms; functioning of term components within antonymous paradigms; inclusion of economic terms in word-formation nests; presence of both outdated terms and neologisms in the terminological system; increase in the use of term components in educational and scientific texts. This topic is quite promising, and further research is needed to address the issue of using specific national economic term components instead of extensive use of foreign terms.

**Keywords:** formation; competence; terminology; vocabulary; terminological competence; specialists of economical field of study; professional training; higher education institution.

**JEL Classification:** I 23, I 29

**Formulas:** 0; **fig.:** 0; **tabl.:** 0; **bibl.:** 6

**Introduction.** One of the necessary conditions for the professional training students of economical education is the formation of terminological competence, which is based on the aim of future specialists to master the lexical features of the modern Ukrainian literary language, the conceptual and terminological apparatus of the subject field of knowledge, to study disciplines oriented to their future professional activity.

The consideration of scientific literature in the field of terminology offers us an opportunity to justify and observe the definition “terminological competence”. Highlighting this definition, E. Ogar interprets it such as “a complex of language and speech knowledge, abilities and skills of a specialist, having which the foundation of the theory and practice of the specialty is forming, which is going to be necessary for a deeper understanding and assimilation of its conceptual and categorical base, for the implementation of the most diverse acts of research, of a creative-analytical and practical nature, which causes formation of the ability independently create and organize terms of professional speaker” [5, p. 32].

**Literature review.** Elucidating the research of scientist V. Isakova, the following components of speech competence in the structure of junior economics specialists: cognitive, active, axiological were discerned [3].

G. Bondarenko explains terminological competence as “the ability to choose terms according to the topic of the statement, taking into account the differences of paronymic terms, preventing the replacement of one terminological unit by another, using equivalent terms according to their definitions, distinguishing between terms and professionalism, also differentiating the terms of one field of knowledge from the terms of other fields, normative translating” [1].

A well-known scientist in the field of stylistics of the Ukrainian scientific language H. Onufrienko [6] proves that students' acquisition of speech literacy is connected with the formation of key-competence for professional activity, entitled as a “terminological competence”. Significantly deepened common language knowledge during the mastering of disciplines is extrapolated to the language of the profession, primarily to its terminological system. Mastering the language of the specialty in a higher education institution – assimilation, first of all, the most characteristic linguistic and non-linguistic features of the scientific style, genre realization, purpose determine its application in the context of professional activity of future specialists in the economical field of study. Generally, taking into our consideration, the aim of this concept is working with educational, scientific texts, where the terminology of the professional language is framed, finding out the meaning of term tokens, the scope of their usage. Consequently, the skills and abilities of the future professional activity are forming in such way. Students of economical specialties discover implementation of scientific work: writing annotations of works in a specialized direction, essays on the terminology of various branches of economic knowledge, compiling minimum dictionaries in practical and laboratory classes.

**Aims.** The purpose of the article is to reveal the peculiarities of the formation of technological competence of future specialists in the economic direction.

**Methodology.** The study used general scientific technological competences of future specialists. An analysis of the literature on the research problem was carried out to study the state of its development and prospects for research, systematization and generalization of conclusions.

**Results.** Assimilation the terminology as the most informative part of the professional language helps to increase the level of professional communication, forms the language and professional competence of future specialists in economics.

The above-mentioned definitions of the phrase “terminological competence” allow us to formulate the “terminological competence of future specialists of the economic profile” concept: a formed ability to use economic terms in the process of professional activity accurately, clearly and appropriately, to operate with professional terminology clearly, to be able to apply business management tools, to possess professional methods of exchanging information, use the basic principles of business communication.

The purpose of the study is to reveal the ways of forming the terminological competence of future specialists in the economical field of study.

The current state of terminological systems shows that definitions in the process of functioning are beginning to develop according to the dynamic laws of language, revealing the education system students of the economical profile. Performing exercises, analyzing the stylistic resources of the language, students understand that terms enter into polysemy relationships, terms are determinologized as a result of their functioning in various fields of scientific knowledge, terms fall into synonymous, synonymic, paronymic and other paradigms. It is very interesting to observe the functioning of terms within the antonymic paradigm, as part of word-forming nests. This provides an opportunity to consider professional terminology in the aspect of forming terminological competence and professional development of students of economic education.

**Discussion.** Experiencing work with students, we are touching upon economical terminology, which is being recorded in dictionaries, scientific and educational texts. It is known from earlier researches, that terms and scientific definitions are divided into a number of groups:

1) term “lexeme” taken from the basic sciences: general and applied linguistics (system, structure, scheme, model, language), linguistic philosophy (concept, linguistic picture of the world);

2) terminology lexis functioning as the main categories of linguistic stylistics (style, functional style, function, connotation, stylistic coloring, stylistic shade);

3) names of nomenclature units used in linguistic stylistics as technical terms and concepts (vocabulary of scientific style, set of terms without definitions, a number of Greek-Latin names for types and elements in the natural and mathematical fields);

4) names of functional styles, sub-styles, types, genres of text (scientific style, popular science sub-style, educational sub-style, journalistic style, newspaper journalistic sub-style, etc.)

During our study of vocabulary, which is based on scientific, educational, mass media texts, students were asked to perform a number of tasks:

- 1) choose terms included in synonymous paradigms;
- 2) highlight terminological antonyms;
- 3) identify paronymous terms;
- 4) identify homonymous paradigms;
- 5) identify cases of terminological polysemy;
- 6) make terminological word-forming pairs, chains, nests;
- 7) identify archaisms, historicism, and neologisms in professional terms;
- 8) to answer the question why in economic terminology mainly constituent term “lexeme” was used.

Completing such exercises and tasks helps students to understand that the economical terminology system, just like the terminology another field of knowledge, is structured using a number of paradigms: synonymous, antonymic, paronymic, homonymous.

In scientific and educational texts of a specialized field, synonymous paradigms are most often presented, which include two or more members of such a complex unit, which is called paradigm. For example: consumer goods, income, profit, dividend; money, funds, capital, quasi-money, currency; auction, bidding; monopoly, cartel, trust, syndicate, consortium, concern, conglomerate, holding; broker, dealer, broker, trader, jobber. More often, lexical doublets are a borrowed and a proper Ukrainian word: advance - deposit; client - customer; investor - depositor; contract - contract; debtor - debtor; interest - percentage, dividend - profit.

Working with synonyms made it possible to determine the meaning of terms as accurately as possible, to study the patterns of their functioning. For this purpose, we suggest that students use terminological dictionaries from various economic specialties. The terms were considered on the basis of their functioning in the texts. Thus, despite the apparent similarity of meanings, the term lexemes differ in the contexts of use: “real estate” as the physical state of a person and “real estate” as “immovable property”; “market” as a place for trade and “labor market”, “sales market”; “basket” as an inflorescence, “basket” as a household object and “grocery basket”.

Students realize that antonymous paradigms are also part of the terminological field of the economic sector: abstractness - concreteness; generalization - differentiation; synthesis - analysis. Economic terms enter into antonymous relations at the word formation level, with prefixes or suffixes giving them opposite meanings: liquid assets - illiquid assets;agio - disagio; privatization - re-privatization; foreign exchange - non-foreign exchange; foreign trade - domestic trade; macroeconomic - microeconomics; profitable - unprofitable; import - export; development - stagnation, and others. Paronyms also interact both in texts and within paradigms: “license” - a document demonstrating a specific permit, and “licence” - a permit or tariff duty exemption; “static” - immobile, lacking development or action, in a state of rest and balance; “statistical” - a research method that studies quantitative accounting of mass phenomena; “currency” - a monetary unit forming the basis of a country's monetary

system; “volute” - a sculptural ornament in the form of a spiral scroll; “to subsidize” - to allocate funds from the state budget to cover losses; “to date” - the payment due date, establishing the term of payment from the date of issuance; “executive” - a letter, authority, committee; “executive” - skill, style, talent; “economical” - using something thriftily and economically, promoting savings, carrying out economy, “economic” - related to the study of economics (economic journal, economic geography), which enables saving something, advantageous in an economic sense; “joint-stock” - a company, bank, corporation; “shareholding” - contributions; “fuel” - a combustible (solid or liquid) substance serving as a source of thermal energy; “fuel” - flammable liquid intended for internal combustion engines.

As a result of analyzing the terms, students have come to the conclusion that homonymous paradigms in linguostylistics most often include stylistic and lexical homonyms. For example, “Dachshund” can refer to a breed of hunting dogs, or it can refer to a precisely established official pricing of goods or the size of payment for labor and services. “tender” can mean a competitive form of placing an order for the purchase of goods, provision of services, or execution of work according to pre-defined conditions in agreed terms on the principles of fairness and efficiency. On the other hand, “tender” can also refer to a single-masted sailing vessel with fore-and-aft sails, including a job and a stay foresail. “Fingerboard” can refer to the upper part of stringed instruments, or it can mean the hilt of a sword or other cold weapons. It can also be a seal or stamp with a sample signature or some other text, or it can be an inscription on a document or publication that specifies a special set of rules for using it.

Therefore, through educational exercises, students have concluded that homonym in economic terminology is relatively rare compared to synonymy and paronymic.

It's great to hear that students are actively working on developing their terminological competence. The identification of cases of terminological polysemy is indeed an important aspect of mastering specialized terminology.

Based on the study of scientific and educational texts, informational models of functional styles, and dictionary entries, the students have discovered various instances of polysemy in several terms. For instance, the term “рынок” (market) has several meanings, such as market temperature, market conjuncture, and market saturation. The term “bank” also exhibits polysemy with meanings like a banking operation and banking secrecy. Similarly, the term “price” shows polysemy with meanings like price crisis and price ceiling.

Recognizing and understanding the different meanings and nuances of terms is crucial in specialized fields like economics. It enables students to use terminology accurately and effectively in their studies and professional work. Developing this terminological competence will undoubtedly contribute to their expertise in the economic domain.

Furthermore, in the process of working with educational texts, we focused students' attention on not only outdated terms or their individual meanings such as “national economy”, “socialist production”, “state settlement”, and “five-year plan”,

but also on terminological neologisms that are used in contemporary economic terminology. For example, “endorsement” refers to a valid endorsement of a person's name or an organization's name on the title page of a document; “hedging” is a technique that produces the opposite effect of another operation, which aims to minimize potential losses; hedging is typically employed in commodity, currency, and financial transactions. “Futures” are instruments used to buy and sell goods and financial documents at a specific date in the future. “Futures” come in the form of a fixed (obligatory) contract for the sale of a standardized quantity of something at a fixed price within a defined period. “Futures” are considered as the contractual tool.

Great opportunities for the development of terminological competence in students studying economics arise during the formation of economic terms in word pairs, chains, and nests. For instance, “audit – auditor – auditing – audited – auditing service – Ukrainian Auditing Chamber”.

In response to the question of why economic terminology predominantly uses compound term components, students draw conclusions that the economic terminological system continues to evolve. The emergence of new meanings and their differentiation leads to the formation of compound designations that accurately reflect new concepts: state investment, circulating capital, market infrastructure, international division of labor, foreign exchange reserves of enterprises, monetary capital reproduction, enterprise payroll fund, full replacement value of fixed assets.

**Conclusions.** Thus, the ways to improve the formation of terminological competence in economics students involve a comprehensive use of scientific and educational texts, terminological dictionaries from various economic fields of knowledge, and materials from the media. The process of forming future economists' terminological competence occurs due to the presence of the following parameters in the evolving economic terminology, which adhere to the laws of language:

- 1) Polysemy of terms;
- 2) Determinologization of terms resulting from their usage in various scientific fields, including economics;
- 3) Introduction of term components into synonymous paradigms;
- 4) Functioning of specialized terms as part of homonymous paradigms;
- 5) Introduction of professional terms into paronymous paradigms;
- 6) Functioning of term components within antonymous paradigms;
- 7) Inclusion of economic terms in word-formation nests;
- 8) Presence of both outdated terms and neologisms in the terminological system;
- 9) Increase in the use of term components in educational and scientific texts.

This topic is quite promising, and further research is needed to address the issue of using specific national economic term components instead of extensive use of foreign terms.

### References:

1. Bondarenko H. P. Teaching Methodology for Ukrainian Scientific Terminology in Economic Specialties to Students in the Conditions of the Eastern Region of Ukraine: Abstract of the Thesis for the Degree of Candidate of Pedagogical Sciences: 13.00.02. Kyiv, 2008. 30 p.
2. Vlasuk I. V. Formation of Professional and Terminological Competence of Future Economics Bachelors in the Process of Studying Professional Disciplines: Abstract of the Thesis for the Degree of Candidate of Pedagogical Sciences: 13.00.04. Vinnytsia, 2015. 30 p.

3. Isakova V. S. Formation of Speech Competence of Future Junior Specialists in Economics in the Process of Studying Economic Disciplines: Abstract of the Thesis for the Degree of Candidate of Pedagogical Sciences: 13.00.04. Poltava, 2017. 34 p.
4. Koval V. O. Theoretical and Methodological Foundations for the Formation of Professional Competence of Future Philology Teachers in Higher Pedagogical Educational Institutions: Monograph. Uman: PP Zhovtyi O. O., 2013. 455 p.
5. Ohar E. I., Ukrainian Publishing Terminology: Standardization and Functional Aspects. Ukrainian Journalism Studies. 2009. Issue 10. P. 31–35.
6. Onufriienko H. S. Scientific Style of the Ukrainian Language: Teaching Manual with Algorithmic Instructions. 2nd ed. revised and expanded. Kyiv: Center of Educational Literature, 2009. 392 p.