TEACHING TERMS IN ESP
ВИВЧЕННЯ ПРОФЕСІЙНОЇ ТЕРМІНОЛОГІЇ АНГЛІЙСЬКОЮ

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Teaching English for Specific Purposes (ESP) involves the intricate task of imparting specialized terminology relevant to specific fields of human activity. Beyond mere vocabulary acquisition, mastering terminology is pivotal for navigating academic, professional, and technical settings. This nuanced process demands a strategic amalgamation of methodologies to ensure learners not only acquire words but comprehend their intricacies and applications. Teaching English for Specific Purposes (ESP) involves the nuanced challenge of imparting terminology specific to various professional domains. Mastering this terminology goes beyond mere vocabulary acquisition and is crucial for effective communication in academic, professional, and technical settings. This article explores the multifaceted process of teaching ESP terminology, emphasizing the need for strategic methodologies to ensure comprehensive understanding and practical application by students. The discussion encompasses the importance of needs analysis, interactive teaching methods, visual aids, technology integration, and the development of language skills in reading, listening, writing, and speaking within the ESP framework. The effective terminology teaching begins with a thorough needs analysis, understanding the linguistic demands of learners in academic or professional spheres. This sets the stage for a targeted curriculum, enabling educators to identify essential terms, fostering a practical and meaningful learning experience. The introduction to terminology should be interactive, moving beyond rote memorization. Dynamic activities like role-playing, case studies, and simulations engage students, encouraging critical thinking in various contexts. The use of all these strategies, tools and platforms must be considered by teacher according to different students' needs and according to students level.
Key words: *ESP terminology, visual aids, reading, listening, writing, speaking.*

Навчання англійської мови для конкретних цілей (ESP) включає в себе складне завдання вивчення спеціалізованої термінології, яка є актуальною для конкретних галузей людської діяльності. Поза простим засвоєнням словникового запасу, володіння термінологією є ключовим для навігації в академічних, професійних та технічних середовищах. Цей різнобічний процес вимагає стратегічного поєднання методологій, котрі забезпечать студентам не лише засвоєння слова, але й розуміння вибору терміну та його застосування.
Навчання англійської мови для конкретних цілей включає в себе складну задачу вивчення та розуміння термінології, специфічної для різних професійних галузей. Володіння цією термінологією виходить за межі простого засвоєння словникового запасу та є важливим для ефективного спілкування в академічних, професійних та технічних середовищах. Ця стаття досліджує різнобічний процес викладання саме термінології ESP, підкреслюючи необхідність стратегічних методологій для забезпечення всебічного розуміння та практичного використання термінології студентами. Стаття охоплює важливість аналізу потреб, інтерактивних методів навчання, використання візуальних засобів, інтеграцій технологій та розвитку мовних навичок у читанні, слуханні, письмі та усному мовленні.
Шлях ефективного викладання термінології розпочинається з ретельного аналізу потреб, розуміння лінгвістичних вимог студентів у академічних чи професійних сферах. Це визначає настанову для цільового навчального плану, що дозволяє педагогам визначити важливі терміни, сприяючи практичному та ефективному вивченню. Введення термінології повинно бути інтерактивним, виходячи за межі заучування на пам'ять. Динамічні активності, такі як рольові ігри, кейс-стаді, і симуляції, залучають студентів, сприяючи критичному мисленню в різних контекстах.
Ключові слова: *термінологія англійської мови для конкретних цілей (ESP), візуальні засоби, читання, говоріння, слухання, письмо.*

Problem statement in general sense. Teaching English for Specific Purposes is a controversial task based on specific terminology of some particular field of human activity. In the vast landscape of language learning, mastering terminology is a critical endeavor that goes beyond mere vocabulary acquisition. The ability to navigate and command specialized language is integral in academic, professional, and technical settings. Teaching terminology in English is a nuanced process that involves a strategic blend of methodologies to ensure learners not only grasp the words but also comprehend their intricacies and applications.

To submerge into the journey of teaching terminology effectively, a foundational step is a thorough needs analysis. Understanding the specific linguistic demands of learners, whether in academic disciplines or professional spheres, sets the stage for a targeted curriculum. This analysis allows educators to identify the essential terms that will engage students in their respective fields, fostering a more meaningful and practical learning experience.

While teaching, the introduction to terminology should be an interactive and engaging experience. The rote memorization is not sufficed. Moreover, teachers need to illuminate the relevance of precise language in real-world contexts. Having dynamic activities such as role-playing, case studies, and simulations, students can face the terms within the context of their applications. This not only aids in retention but also encourages critical thinking about the use of specific language in different situations.

Visual aids play a pivotal role in the teaching of terminology. Complex relationships between terms

can be elucidated through charts, diagrams, and infographics. These visual representations serve as cognitive scaffolds, assisting learners in constructing mental maps of the linguistic terrain they are navigating. Furthermore, multimedia resources, including videos and interactive online platforms, provide a multi-sensory approach to terminology learning, catering to diverse learning styles.

Visual aids give a significant support in the teaching of terminology. The interconnection between terms can be illustrated by charts, diagrams, and infographics. These visual representations serve as cognitive scaffolds, assisting learners in constructing mental maps of the linguistic terrain they are navigating. Moreover, multimedia resources, including videos and interactive online platforms, provide a multi-sensory approach to terminology teaching.

The use of technology extends beyond mere resources. Educational apps, gamified platforms, and other apps can transform the learning experience. Engaging activities, such as terminology-based games or virtual field trips to industry settings, not only make learning enjoyable but also immerse students in authentic language usage.

Analysis of recent research and publications. Nuri A. explains the difference between terms and ordinary words, the difficulties encountered when teaching terms to students, and the most optimal ways of teaching terms. At the same time, the evaluation process during classroom management and teaching of terms is also highlighted [1]. "A consideration of the knowledge that is assumed by lexical competence is offered as a frame of reference for assessing vocabulary teaching. Linguistic, psycholinguistic, and socio-linguistic aspects of word knowledge are examined. These include word frequency, vocabulary growth in native speakers, collocation, register, case relations, underlying forms, word association, and semantic structure. Vocabulary techniques are discussed according to the way that they attempt to build up these aspects of vocabulary knowledge" these and other aspects are discussed in Richards work [2].

The use of games as educational tool used in vocabulary teaching is discovered by many researchers. "Games are a powerful tool that can generate students' interest and add variety to the traditional process of English for Specific Purposes (ESP) instruction. Therefore, the aim was to explore their motivational and didactic potential in ESP classes at the university, particularly, to analyze teachers' and students' attitudes toward the use of games and to examine the effect of games on learning vocabulary and grammar. To achieve this, a mixed methods research design collecting qualitative and quantitative data through surveys and tests from both teachers and students were used. ESP teachers and students had positive attitudes toward the use of games in the learning process due to the motivational power

of games, their ability to make learning enjoyable, involve and stimulate students to active enquiry, and create a relaxed environment" [3, p. 74].

The question in terminology teaching when to start is highlighted in 4. "Certainly, students know general terminology in native language at the very beginning of the study. But it can be inconvenient to learn professionally-specialised terminology on the first year of Bachelor level of studying if they don't know either term, or its meaning. On the other hand, it would be late to start studying English terminology on the first year of Master degree. Everything must be given step by step in accordance with the syllabus. At this point it is very important to co-work, consult and discuss the students' level of professional-oriented subjects' knowledge with the teachers or lectors of these subjects" [4, p. 269].

The aim of the article. Terminology of English terminology teaching. Teaching English for Specific Purposes (ESP) involves using specialized language and content tailored to the needs and goals of specific learner groups. The main terms associated with teaching ESP are: the ESP itself is a type of English language teaching that concentrates on specific fields or branches, such as English for Business, English for Medicine, or English for Science, etc, vocabulary that is specific to a particular field or discipline, essential for effective communication in that context is Domain-Specific Vocabulary. This vocabulary can be found in authentic materials which are real-life materials, such as articles, reports, or videos, from the specific field of study, used in the classroom to expose learners to genuine language use.

Task-based language teaching is an approach to language teaching that focuses on engaging learners in communicative tasks, often relevant to their specific needs and goals. It provides variety of opportunities to practice, memorize and apply new vocabulary and terms. Hence, all these tasks must be developed and immersed into syllabus. The process of planning and organizing the content and structure of a language course, taking into account the specific needs of the learners contributes to syllabus design. The creation of teaching materials specifically designed for learners in a particular field or context, often including authentic texts and tasks.

Teaching English for Specific Purposes (ESP) terms requires a targeted and contextual approach that aligns with the specific needs and goals of the learners. To teach ESP terms effectively different strategies can be used. Conducting a thorough needs analysis to understand the learners' specific language requirements and goals guides the selection of relevant ESP terms.

Teaching terminology comprises introducing and reinforcing vocabulary relevant to general communication, language skills, and linguistic concepts. Firstly, it is necessary to organize vocabulary around

specific themes or topics. For example, if the lesson is about foundry, find and develop terms related to materials, equipment, and manufacture. Secondly, immerse terms within meaningful contexts, provide sentences or short passages where new terms are used, helping students understand their meaning and usage in real-life situations. Thirdly, create word maps or mind maps that visually represent the relationships between words and terms. This helps students see connections and enhances their understanding of how terms are related. The next stage is practice and here interactive games, such as vocabulary bingo, crossword puzzles, or word associations make learning engaging and reinforce the retention of new terms.

For production stage telling stories that include the target vocabulary are appropriate. Narratives can help students remember terms in a context and understand how they function within a larger linguistic framework.

At the upper levels or courses it is important to constrict and specify vocabulary and terms according to students professional and academic contexts. It is important to clarify lesson objectives that include the targeted terminology. Authentic materials must be used to teach any professional terminology. The authentic materials are articles, reports, and case studies from the learners field in the industrial brunch, etc. To implement new and importunt vocabulary in teaching process it is better to use some immersive kinds of activities, such as simulations and role-plays. These activities can help students to mimic scenarios from their professional or academic context. This allows them to practice using ESP terminology in a practical and contextualized manner.

Texts must be explored and analyzed to choose the appropriate ones for each field of learners professional activity, such as academic papers, reports, manuals, etc. On the other hand, to develop speaking skills teacher can assign collaborative projects that require the use of ESP terms. This encourages teamwork and allows learners to apply to apply their language skills to solve real-world problems.

To develop and practice writing skills in terminology teaching, teachers can integrate writing tasks that mirror the types of documents students may encounter in their profession, such as emails, reports, or proposals. Moreover, students can provide feedback on their use of ESP terminology in written communication.

One of the most productive way not only to learn but either to apply professional terminology for students is a work with "native speakers" of this terminology in a field. Teacher can invite guest speaker or industry experts to share their experiences and use industry-specific language. Such event provides students with insights into authentic language use within their field. If there is no opportunity to invite professionals to the lesson, teacher can utilize interactive

technology, such as conferences, webinars, online forums, or industry-specific apps, to expose learners to contemporary language use in their profession. Or teacher can encourage students to participate in professional networking events, workshops, or conferences related to students fields. This provides extra practice for students in real-world context.

There are four language skills in English teaching and they must be reinforsed in terminology teaching. Teaching terms in reading involves helping students build a robust vocabulary and an understanding of specific language concepts. Before reading a text, teacher identifies and pre-teaches key vocabulary terms that might be challenging for students, discusses meanings with students, provides examples, and ensures students understand the terms in context.

The next step is to teach students to use context clues to infer the meanings of unfamiliar words, encourage them to look at the surrounding words and sentences for clues about the word's definition. To continue use new terms and support students teacher should create word maps for important terms, including the word, its definition, an illustration, and a sentence using the term. This visual aid helps reinforce understanding. When students know term, it's form, meaning and usage – word prediction can be used to develop reading skill. Before reading a text, students should predict the meanings of unfamiliar terms based on their prior knowledge or the context of the text.

The teaching stage itself comprises different tasks types for terminology teaching, such as read-aloud practice, where you pause to discuss and explain key terms. It encourages students to ask questions and share their interpretations of the terms. After that divide students into small discussion groups and have them talk about the terms encountered in the text, ensuring a collaborative understanding. Teacher can ask students to highlight or underline terms as they read. This visual cue can help them recognize and remember the terms in the context of the text.

By integrating these strategies into reading lessons, teachers can enhance students' vocabulary acquisition and deepen their comprehension of texts. The goal is to empower students with the skills to independently navigate and understand a wide range of terms encountered in their reading materials.

Teaching terms in the context of listening involves helping students develop their listening skills and understand specific language concepts. It is better to give and review key vocabulary terms before the listening activity, to provide definitions, examples, and contextual information to prepare students for the terms they will encounter. To memorize new terminology and it's correct pronunciation, listen-and-repeat exercises where students hear and repeat new terms or phrases are productive. Before listening to a

passage, preview and discuss key terms. – it encourages students to predict the meanings based on context or prior knowledge. After listening, use comprehension questions that include the target terms, CCQs reinforce understanding and prompts students to think critically about the terms in context.

To deepen terms understanding, teacher can divide students into discussion groups after a listening activity. It motivates them to share their interpretations of the terms and discuss how they were used in the context of the audio. To gamify training of listening skill teacher can incorporate listening games, such as bingo or crossword puzzles, that involve the use of terms from the listening activity. To visualize the process – use graphic organizers, such as concept maps or semantic webs, to visually represent the relationships between terms introduced during listening activities.

To immerse new terminology into listening tasks teacher should relate terms to real-world scenarios or personal experiences. This helps students connect the terms to situations beyond the immediate listening context. At production stage interactive tasks that require students to use and respond to the terms heard in the listening passage can be used. This could include role-plays, debates, or problem-solving activities. Audiovisual resources, such as videos or podcasts, that include terms related to the listening activity can help teacher to make interactive productive tasks. This adds a multimedia dimension to the learning experience. By combining these strategies into listening lessons, teachers can effectively teach terms in the context of audio materials. This not only enhances students' vocabulary but also improves their overall listening comprehension skills.

Teaching terms in the context of writing involves helping students develop a rich and varied vocabulary, understand linguistic concepts, and use appropriate terminology in their compositions and texts. More modern option of dictionary is word banks or vocabulary lists relevant to the writing topic. Teacher can encourage students to use these lists as a resource for selecting appropriate terms in their writing. It is important to provide examples of well-crafted sentences or paragraphs that incorporate specific terms and discuss the impact of these terms on the overall quality of students writing. There are some ways to practice terms writing. Teacher organizes vocabulary units around specific themes or topics related to the writing task. This helps students acquire terms that are directly applicable to the content they are creating. Teacher can use semantic mapping or concept mapping to visually represent the relationships between terms. This aids in understanding the connections between words and enhances vocabulary retention. It is possible to create interactive word walls in the classroom where students can contribute terms they encounter in their reading or discover during lessons. Students can regularly update the word wall to reflect ongoing learning.

For active use of new terms and vocabulary teacher can encourage students in activities that require them to use terms in context. This could include creating sentences, short paragraphs, or even incorporating terms into creative writing exercises. And to use a thesaurus to explore synonyms and antonyms for terms they wish to incorporate into their writing. Discuss the subtle differences in meaning and usage to memorize form and meaning of term.

Speaking skills must be trained while learning new terms. Teaching terms in the context of speaking involves helping students expand their spoken vocabulary, express ideas more precisely, and enhance their overall communication skills. Motivate students in role-playing activities where they use specific terms relevant to a particular scenario. This allows for practical application and reinforces the use of terms in context, create discussion starters that prompt students to use targeted terms in their responses. Encourage open-ended questions that naturally lend themselves to the incorporation of specific vocabulary. To production stage it is good to organize debates or group discussions on specific topics, encouraging the use of terms related to the subject matter, guide students in expressing their opinions and arguments using precise vocabulary.

The main source of information today is video. Hence, teaching terms using professional videos involves leveraging multimedia resources to enhance students' vocabulary and language comprehension. First, introduce key terms before watching the video, provide definitions, examples, or related terms to prepare students for the language they will encounter. Pre-watching task is to engage students in a discussion about the video topic before watching, encourage predictions about the terms they might hear, activating prior knowledge. Guided viewing questions that focus on the use of specific terms is one of the option tasks. This directs students' attention to the language aspects of the video content. At the beginning teacher can pause the video at intervals to discuss and clarify the meanings of terms that encourages students to ask questions and share their interpretations. For weaker groups teacher can find videos with captions or subtitles, allowing students to read along as they listen. This multimodal approach reinforces both auditory and visual comprehension of terms.

Conclusion. In conclusion, teaching terminology in English is a dynamic and multifaceted process that extends far beyond the traditional boundaries of language education. It involves a deliberate understanding of learners' needs, an interactive and engaging pedagogy, the integration of technology, real-world applications, and continuous assessment. By

embracing these principles, teachers can empower students not only with a rich lexicon but with the ability to wield language with precision and confidence in their academic and professional pursuits.

By tailoring the teaching approach to the specific needs and context of the learners, educators can create a more meaningful and effective ESP learning experience. Finding activities, authentic materials, and a focus on practical language use contribute to a successful ESP learning environment.

Combining variety of information, sources and tools, English teachers can create a dynamic and effective learning environment that promotes the acquisition and retention of vocabulary in the broader context of language learning.

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