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METHODOLOGICAL ASPECTS OF DEVELOPING PROFESSIONAL TERMINOLOGICAL COMPETENCE IN FUTURE AGRICULTURAL ENGINEERING SPECIALISTS

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Abstract

Background. Escalating demands for the professional training of agricultural engineering specialists, the rapid digitalization of agricultural production, and the integration of Ukrainian education into the European educational area underscore the critical need to cultivate professional terminological competence in prospective agricultural engineers. Mastery of specialized terminology constitutes a vital prerequisite for successfully assimilating vocational disciplines, engaging in effective workplace communication, and executing complex operational tasks.

Purpose. The article aims to substantiate the methodological aspects of developing professional terminological competence among future agricultural engineering specialists, clarify its scope and structural composition, and identify effective instructional methods, organizational formats, and pedagogical tools for institutions of professional pre-higher education.

Methods. A comprehensive framework of general scientific research methods was employed: analysis, synthesis, comparison, generalization, and systematization of scholarly literature, regulatory frameworks, and pedagogical practices; structural-functional analysis to delineate the component structure of professional terminological competence; and theoretical modeling to establish and justify methodological approaches to its development.

Results. The conceptual essence of "professional terminological competence of future agricultural engineering specialists" has been clarified as an integrated personal attribute that synthesizes a structured system of terminological knowledge, operational skills in applying specialized terminology within professional contexts, and the capacity for effective professional communication. The structural framework of this competence was defined, comprising cognitive, operational-activity (functional), communicative, motivational, and reflective components. The study substantiates the educational efficacy of combining contextual, problem-oriented (inquiry-based), communicative, and interactive learning models, supported by authentic specialized texts, domain-specific glossaries, digital learning resources, and practice-oriented tasks. It is demonstrated that integrating linguistic instruction with specialized vocational training ensures the robust acquisition of technical vocabulary and its proficient application in real-world agricultural engineering scenarios.

Conclusions. Developing professional terminological competence in future agricultural engineers represents an indispensable dimension of their vocational education, requiring comprehensive methodological support that unites contemporary pedagogical paradigms, interactive technologies, and practice-oriented learning. The proposed methodological provisions enhance the overall quality of instruction in professional pre-higher education, cultivate learners' communicative competence, and foster operational readiness for the agricultural engineering sector. Promising directions for future research

include designing an instructional model and diagnostic assessment instruments to evaluate the developmental levels of professional terminological competence in future agricultural engineers.

Keywords: *professional terminological competence; future agricultural engineering specialists (prospective agricultural engineers); professional pre-higher education (vocational pre-tertiary education); agricultural college; instructional methods (methods of competence development); vocational training (professional training).*

Introduction. In the contemporary context of agricultural transformation driven by the implementation of innovative technologies, the digitalization of production, and Ukraine's integration into the global educational and professional landscape the training of competitive agricultural engineering specialists has become a matter of paramount importance. A foundational component of their professional readiness is professional terminological competence, which ensures proficient command of specialized language, comprehension of technical documentation, effective communication within workplace environments, and the capacity to assimilate cutting-edge knowledge and technologies.

The challenge of cultivating professional terminological competence in future agrotechnicians (agricultural technicians) within institutions of professional pre-higher education (vocational pre-tertiary education), particularly agricultural colleges, stems from the urgent need to modernize curriculum content, implement an outcome-based competency approach, and identify effective pedagogical methodologies. As K. Bazylyvska observes, "the relevance of this issue is driven by the Ukrainian agro-industrial complex's demand for highly qualified personnel capable of effectively applying specialized terminology in their professional practice" (Bazylyvska, 2025). This observation underscores the direct correlation between the problem under investigation and the evolving demands of the modern economy and labor market.

Contemporary scholarly research emphasizes interdisciplinarity, the systematic integration of linguistic and vocational training, the deployment of digital educational resources, and the simulation of professional communication scenarios that foster terminological literacy. Innovative instructional models notably problem-based learning, contextual learning, case-study methods, electronic glossaries, and interactive platforms create new pathways for enhancing the efficacy of the educational process and fostering professionally meaningful competencies.

The significance of this inquiry is further reinforced by the operational demands of modern

agricultural production, which requires practitioners to demonstrate high professional mobility, lifelong learning capacities, and rapid adaptability to sectoral advancements. An insufficient level of professional terminological competence hinders the assimilation of innovations, impairs workplace efficiency, and constrains opportunities for international collaboration. The broader societal relevance of this research lies in the fact that high-quality training of prospective agricultural engineers directly contributes to agricultural sector growth, national food security, and enhanced global market competitiveness. Refining the methodological framework for fostering professional terminological competence will elevate educational quality in institutions of professional pre-higher education, enhance human capital, and support sustainable societal development.

The purpose of this article is to theoretically substantiate and develop the methodological aspects of fostering professional terminological competence in future agricultural engineering specialists within institutions of professional pre-higher education.

In accordance with this purpose, the following research objectives were formulated:

- to clarify the essence and structural composition of professional terminological competence in prospective agricultural engineers;
- to analyze the current state of the problem in pedagogical theory and educational practice;
- to characterize and substantiate effective methods and tools for developing terminological competence throughout professional training.

Methods. To achieve the stated purpose, a coherent framework of interrelated research methods was employed: – theoretical methods: analysis, synthesis, comparison, and generalization of psychological, pedagogical, methodological, and specialized literature to determine the scope of prior research, clarify the conceptual framework, and establish the theoretical foundations of professional terminological competence development; – comparative-analytical method: to contrast domestic

and international approaches to fostering terminological competence; – systematization and modeling; to delineate the component structure of professional terminological competence and design methodological approaches to its cultivation; – generalization of research findings: to synthesize results and formulate evidence-based conclusions.

Results and Discussion. Contemporary trajectories in vocational education require a fundamental reconsideration of instructional approaches to preparing future agricultural engineers, particularly regarding the development of their professional terminological competence. In their future professional activities, agricultural engineers routinely engage with an extensive corpus of specialized terminology, utilized both in oral professional discourse and during the processing of diverse information sources such as digital resources, scholarly and trade publications, technical documentation, and specialized textbooks. Under these conditions, the proficient command of domain-specific terminology serves as an indispensable prerequisite for effective occupational practice and

represents a priority objective of the educational process. These imperatives accentuate the need for the systematic, targeted acquisition and enhancement of terminological knowledge among prospective agricultural engineers throughout their vocational training. The efficacy of this process depends upon the purposeful organization of the learning environment, the cross-disciplinary integration of language instruction with specialized engineering disciplines, and the rigorous application of innovative instructional methodologies and media. Consequently, there is a clear need for an in-depth examination of the nature of the competence under study, its structural components, pedagogical conditions, and methodological frameworks that optimize the training outcomes of future agrotechnicians in institutions of professional pre-higher education.

Based on the theoretical analysis conducted, the key methodological aspects of developing professional terminological competence in future agricultural engineering specialists have been systematized and are presented in Table 1.

Table 1

Methodological Framework for Developing Professional Terminological Competence in Future Agricultural Engineering Specialists

Methodological Aspect	Content	Implementation Examples
Methodological approaches	Competency-based, activity-based (action-oriented), contextual, integrative	Integration of linguistic and specialized vocational training
Instructional principles	Scientific rigor, systematicity, professional orientation, interdisciplinarity	Structuring instructional material from general to specialized
Instructional methods	Problem-inquiry, contextual, interactive, communicative	Simulation games (business games), discussions, case studies
Learning tools and media	Glossaries, dictionaries, digital platforms, specialized texts	Moodle, Quizlet, electronic dictionaries
Practical activities	Technical documentation analysis, simulation of professional scenarios	Working with operation manuals for agricultural machinery
Expected outcome	Developed professional terminological competence	Fluent application of specialized terminology in academic and professional practice

Source: Compiled by the author.

As illustrated in the table, the effective development of professional terminological competence is ensured through a comprehensive synthesis of competency-based, activity-based (action-oriented), and contextual approaches, alongside the deployment of interactive instructional methods,

contemporary digital resources, and practice-oriented tasks that foster the active assimilation and application of professional terminology in future occupational practice.

The efficacy of professional training largely hinges upon a lucid understanding of the conceptual

nature of professional terminological competence and its structural framework. The scholarly literature lacks a consensus definition of this construct, necessitating its refinement with due regard for the specificities of training prospective agricultural engineering specialists.

A synthesis of scholarly perspectives warrants viewing the professional terminological competence of future agricultural engineering specialists as an integrated personal attribute. Notably, research by V. Pererva emphasizes that professional terminological competence is a "multicomponent construct that unites terminological knowledge, operational skills in its utilization, and the capacity for professional communication" (Pererva, 2021). Concurrently, K. Bazylyvska underscores the practical orientation of this competence, noting that it ensures the "effective application of specialized terminology in professional activity" (Bazylyvska, 2025). We concur with the stance of O. Syrotin, who conceptualizes professional terminological competence as a specialist's ability to employ specialized terminology accurately and appropriately within professional communication, master the underlying logic of discourse construction and the structuring of specialized phrasing, and demonstrate the skill to formulate both monologue and dialogue in a grammatically sound manner across relevant professional contexts. Another critical dimension highlighted by the researcher is reliance on foundational knowledge acquired through domain-specific disciplines, established intrinsic motivation toward professional practice, a commitment to high achievement, and an awareness of the imperative for continuous self-improvement and development (Syrotin, 2021).

In light of these provisions, it is expedient to define the construct under study as reflecting the degree of mastery over the system of specialized concepts and terms within agricultural engineering, the capacity to apply them appropriately in occupational settings, and the readiness for effective professional communication.

The substantive content of this concept allows it to be regarded as a constituent of overarching professional competence. As V. Avramenko observes, "mastery of professional terminology constitutes an essential prerequisite for high-quality specialist training and successful occupational performance" (Avramenko, 2021). In turn, contemporary research substantiates that systematic work with terminological vocabulary elevates the standard of vocational training and cultivates the capacity for autonomous knowledge acquisition (Sharhun et al., 2026). The structural

organization of professional terminological competence among prospective agricultural engineering specialists is multidimensional. An analysis of scholarly sources provides grounds for distinguishing the following interrelated components:

- cognitive (knowledge-based) component: encompasses the assimilation of a specialized terminological system and the conceptual comprehension of terms; as emphasized in scholarly studies, this foundational knowledge base underpins subsequent professional growth (Pererva, 2021);

- operational-activity (functional/action-oriented) component: characterizes the capacity to apply terminology in practical settings, which researchers identify as a key indicator of competence attainment (Bazylyvska, 2025);

- communicative component: reflects the ability to engage in professional discourse utilizing specialized vocabulary; in this regard, O. Syrotin points out that "terminological competence is realized primarily within specialized professional communication" (Syrotin, 2021);

- motivational component: encompasses genuine interest in acquiring professional terminology and an appreciation of its significance; empirical studies confirm that motivation is a decisive factor in the successful assimilation of terminology (Sharhun et al., 2026);

- reflective component: involves the capacity to critically assess one's own level of terminological proficiency and engage in deliberate self-improvement.

An analysis of scholarly works reveals certain divergences in delineating the structure of this competence. While some researchers limit their focus to cognitive and activity-based components, others also incorporate motivational and communicative dimensions (Pererva, 2021). This divergence reflects the complexity and multifaceted nature of the phenomenon under investigation. Furthermore, sector-specific terminological characteristics must be taken into account. As noted by T. Kushnirova and M. Bochkar, agricultural terminology is distinguished by its "dynamic evolution and substantial dependence on scientific and technological progress," which complicates its assimilation (Kushnirova & Bochkar, 2024). This reinforces the pedagogical requirements for the methodological support of the competence development process.

Thus, clarifying the essence and structure of professional terminological competence enables it to be viewed as a cornerstone of the professional training of future agricultural engineers. At the same time, the

multicomponent nature of this competence and the sector-specific characteristics of its content necessitate the development of an integrated, comprehensive methodological system for its cultivation.

An analysis of the problem under study substantiates that the development of professional terminological knowledge in future agricultural engineering specialists should be anchored in general didactic principles of instruction. Key among these are the principles of communicativeness, scientific rigor, systematicity, visual demonstration (visual clarity), the integration of theory and practice, an individualized approach to learners, as well as situational and text-oriented principles. Concurrently, this process requires operationalization through specific principles of vocational training, notably interdisciplinarity, modular instructional design, creativity, individualization, and direct orientation toward future professional practice (Pererva, 2021, p. 53).

In this context, a crucial role is played by instructors of specialized disciplines, who facilitate the direct incorporation of terminological vocabulary into the core vocational curriculum. It is precisely through the study of specialized subjects that students actively master domain-specific terminology while engaging with professionally oriented texts, technical documentation, and technological process specifications, which constitute the bedrock for acquiring and consolidating specialized expertise.

Terminological vocabulary is essential across diverse facets of occupational practice: analyzing technical information, engaging in professional communication, discussing operational scenarios, and compiling written documentation (reports, explanatory notes, briefs, etc.). Consequently, instructors of specialized disciplines must not merely ensure that students comprehend the definitions of terms, but also structure learning activities to foster their active application in practical settings, cultivating the ability to employ terminology meaningfully in both spoken and written professional discourse.

Cultivating the professional terminological competence of future agricultural specialists requires purposeful pedagogical intervention. The effectiveness of this process hinges not solely on curricular content, but also on a soundly structured implementation methodology. In this regard, particular urgency attaches to selecting and substantiating effective instructional methods and tools for fostering professional terminological competence in the vocational training of future agricultural engineers, thereby ensuring active terminology acquisition, its conscious deployment in specialized contexts, and its

seamless integration into the structure of professional practice.

Foremost among the effective methods for developing the professional terminological competence of prospective agricultural engineers is contextual learning, which entails acquiring terminology in direct relation to authentic or simulated professional scenarios. As K. Bazylyvska emphasizes, utilizing terms within a professionally situated context fosters the "conscious assimilation of specialized vocabulary and its effective application in practical activities" (Bazylyvska, 2025). This approach enables the alignment of theoretical knowledge with practical skills, which is particularly vital in agricultural engineering education.

Lexico-semantic methods also occupy a prominent role, aimed at fostering a profound comprehension of the semantic structure and meaning of terms. Research indicates that working with definitions, identifying inter-terminological relationships, and classifying and systematizing concepts contribute to establishing a coherent system of terminological knowledge (Sharhun et al., 2026). In this context, it is advantageous to employ exercises centered on definitional analysis, the identification of synonyms and antonyms, and the construction of terminological concept maps and tables.

Problem-inquiry (inquiry-based) learning is likewise highly effective, engaging students in analyzing production scenarios and resolving technical problems using specialized terminology. As V. Pererva notes, stimulating students' cognitive activity via problem-based tasks facilitates the "transfer of terminological knowledge into the sphere of practical application" (Pererva, 2021). This cultivates the ability to manipulate technical terms autonomously and adapt them to specific professional contexts.

Communicative instructional methods play a significant role in developing professional discourse skills. Specifically, conducting educational discussions, simulation games (business games), and operational simulations ensures the cultivation of the ability to deploy terminology dynamically in interpersonal communication. In this respect, O. Syroten stresses that the efficacy of terminological acquisition depends substantially on "its active utilization in professionally oriented speech" (Syroten, 2021).

Equally important are interactive instructional methods that foster active peer collaboration during terminology acquisition. These include small-group work, project-based activities, and case-study methods. As contemporary research indicates, such

approaches enhance student motivation and cultivate collaborative problem-solving skills for addressing professional challenges (Saber, 2025).

Among the primary tools and media for developing professional terminological competence, the following warrant particular emphasis:

- specialized texts (textbooks, technical documentation, equipment manuals) that expose students to authentic industry terminology;
- didactic materials (glossaries, terminological dictionaries, conceptual reference charts);
- digital resources (electronic databases, multimedia learning tools), the integration of which enhances visualization and interactivity in the learning process;
- professionally oriented tasks simulating authentic workplace conditions.

Amid the broad spectrum of methods, techniques, and learning media, visual aids occupy a prominent position in the vocational training of future agricultural engineers, significantly enhancing instructional effectiveness and ensuring a deeper, more systematic assimilation of professional terminology by students (Pererva, 2021). Conventional-graphic visualization (schematic and graphical representations) assumes particular importance, realized through schematic diagrams, tables, charts, graphs, cue cards, and other visual media that illustrate the conceptual structure of terms, their interrelations, and their functioning within the professional environment.

In the context of cultivating professional terminological competence in prospective agricultural engineers, the deployment of the following forms of conventional-graphic visualization is recommended:

- mind maps (concept maps), which enable students to structure instructional material, identify key concepts in agricultural engineering, and present them as a hierarchically organized system;
- Venn diagrams, utilized to compare related technical concepts and engineering processes, identifying their shared and distinct characteristics;
- schemography (schematic mapping / flow-charting), which involves the stepwise formation of professional conceptual understandings through diagram and flowchart development during individual or collaborative activities;
- thesaurus charts (semantic network diagrams), aimed at in-depth conceptual processing of a term by defining its meaning, establishing synonymic and antonymic connections, and clarifying its functional role in occupational practice;

- conceptual matrices (concept comparison tables), which facilitate the systematic classification and comparison of terms based on specified criteria, attributes, or functional parameters.

The deployment of these visual aids facilitates not only the visualization of instructional content, but also the stimulation of students' cognitive engagement, the cultivation of logical reasoning, and the development of a holistic conception of the agricultural engineering terminological system, which serves as an indispensable prerequisite for effective professional training.

Particular attention should be directed toward integrating these methods and tools into the instruction of specialized disciplines. It is precisely such cross-curricular integration, as contemporary researchers emphasize, that fosters not merely terminological knowledge, but also operational skills for its practical application (Kushnirova & Bochkar, 2024).

Thus, the efficacy of developing professional terminological competence in prospective agricultural engineering specialists is governed by the integrated deployment of diverse instructional methods and learning tools that ensure students' active engagement with terminology, foster their communicative capacities, and establish their overall professional readiness.

Conclusions. The findings of this study substantiate that professional terminological competence in future agricultural engineering specialists represents an integral dimension of their professional training, determining their readiness for effective occupational practice. The conceptual essence of this competence has been clarified as an integrated personal attribute that synthesizes domain-specific terminological knowledge, operational skills in its practical application, and the capacity for specialized professional discourse.

The structural organization of professional terminological competence has been shown to be multidimensional, comprising cognitive, operational-activity (functional), communicative, motivational, and reflective components that interact dynamically to ensure the cohesion of the developmental process. It has been substantiated that the effectiveness of this process hinges on adherence to general didactic and domain-specific pedagogical principles, as well as on the curricular integration of linguistic and specialized technical training within institutions of professional

pre-higher education (vocational pre-tertiary education).

The pedagogical expediency of employing an integrated framework of instructional methods and media notably contextual, problem-inquiry (inquiry-based), communicative, and interactive learning, supported by authentic specialized texts, didactic materials, and digital resources has been demonstrated. The evidence indicates that this methodological synthesis not only facilitates terminological acquisition, but also cultivates the operational capacity to apply specialized vocabulary across authentic workplace scenarios.

Concurrently, an analysis of scholarly literature and educational practice reveals several unresolved challenges, notably the lack of

comprehensively developed methodological frameworks for fostering professional terminological competence among prospective agricultural engineers in institutions of professional pre-higher education, insufficient curricular integration of terminological training within specialized engineering courses, and the absence of standardized diagnostic criteria for assessing competence attainment levels.

Promising avenues for future research lie in designing and experimentally validating a pedagogical model for cultivating professional terminological competence in future agricultural engineering specialists, thereby elevating the overall quality of agricultural engineering education and enhancing graduates' competitiveness in the contemporary labor market.

Conflict of Interest

The author certifies that no conflict of interest (financial, professional, or personal) exists that could have influenced the objectivity of the research results or conclusions. The integrity of the double-blind peer review process was ensured through a mandatory declaration of the absence of conflict of interest submitted via the journal's editorial system. This protocol guaranteed complete author anonymity and the independence of the expert evaluation throughout the entire editorial cycle.

Declaration on the Use of Generative Artificial Intelligence.

During the preparation of this manuscript, the authors used a generative artificial intelligence tool to assist with literature searches, reference verification, material organization, calculation of derived indicators, preparation of figures and tables, and language editing. The study concept, methodology, data analysis, interpretation of findings, and conclusions were developed exclusively by the authors. All AI-generated outputs were critically assessed, corrected where necessary, and approved by the authors, who accept full responsibility for the manuscript's content and scientific accuracy. Artificial intelligence was used only as a supporting instrument and is not a co-author of this work.

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МЕТОДИЧНІ АСПЕКТИ ФОРМУВАННЯ ПРОФЕСІЙНО-ТЕРМІНОЛОГІЧНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ФАХІВЦІВ ІЗ АГРОІНЖЕНЕРІЇ

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Актуальність. Зростання вимог до професійної підготовки фахівців агроінженерного профілю, цифровізація аграрного виробництва та інтеграція української освіти до європейського освітнього простору актуалізують проблему формування професійно-термінологічної компетентності майбутніх фахівців із агроінженерії. Володіння спеціалізованою термінологією є необхідною умовою успішного засвоєння фахових дисциплін, ефективної професійної комунікації та виконання виробничих завдань.

Метою статті є обґрунтувати методичні аспекти формування професійно-термінологічної компетентності майбутніх фахівців із агроінженерії, уточнити її зміст і структуру, а також визначити ефективні методи, форми та засоби організації освітнього процесу в закладах фахової передвищої освіти.

Методи. Використано комплекс загальнонаукових методів дослідження: аналіз, синтез, порівняння, узагальнення та систематизацію наукової літератури, нормативно-правових документів і педагогічного досвіду; структурно-функціональний аналіз для визначення компонентного складу професійно-термінологічної компетентності; теоретичне моделювання для обґрунтування методичних підходів до її формування.

Результати Уточнено сутність поняття «професійно-термінологічна компетентність майбутніх фахівців із агроінженерії» як інтегрованої характеристики особистості, що поєднує систему термінологічних знань, умінь застосовувати фахову термінологію в професійній діяльності та здатність до ефективної професійної комунікації. Визначено структуру компетентності, яка охоплює когнітивний, операційно-

діяльнісний, комунікативний, мотиваційний і рефлексивний компоненти. Обґрунтовано доцільність комплексного застосування контекстного, проблемно-пошукового, комунікативного та інтерактивного навчання, використання фахових текстів, термінологічних глосаріїв, цифрових освітніх ресурсів і практико-орієнтованих завдань. Доведено, що інтеграція мовної та професійної підготовки забезпечує ефективне засвоєння спеціалізованої термінології та її використання в реальних виробничих ситуаціях.

Висновки. Формування професійно-термінологічної компетентності майбутніх фахівців із агроінженерії є важливою складовою їхньої професійної підготовки та потребує комплексного методичного забезпечення, що поєднує сучасні педагогічні підходи, інтерактивні технології та практико-орієнтоване навчання. Запропоновані методичні аспекти сприяють підвищенню якості підготовки здобувачів фахової передвищої освіти, розвитку їхньої професійної комунікації та готовності до ефективної діяльності в агроінженерній галузі. Перспективи подальших досліджень пов'язані з розробленням педагогічної моделі та діагностичного інструментарію оцінювання рівня сформованості професійно-термінологічної компетентності майбутніх фахівців із агроінженерії.

Ключові слова: *професійно-термінологічна компетентність; майбутні фахівці із агроінженерії; фахова передвища освіта; аграрний коледж; методи формування; професійна підготовка.*

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