ENHANCING TERMINOLOGICAL COMPETENCE WITHIN ESP CONTEXTS: A TASK-BASED APPROACH

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Abstract: *Terminological competence has become an essential aspect of English for Specific Purposes (ESP) education, especially in light of globalization, the evolution of digital technology, and professional communication. This research investigates the foundational theories, structural elements, and teaching importance of terminological competence in higher education. Utilizing Wüster's General Theory of Terminology (1979), the Communicative Competence framework (Hymes, 1972; Canale & Swain, 1980), and Cabré's Communicative Theory of Terminology (1999), the study defines terminological competence as a comprehensive skill that includes cognitive, linguistic, pragmatic, and professional aspects. Additionally, the research explores various teaching strategies to foster terminological competence in ESP contexts, such as task-based learning, corpus-based teaching, and digital tools, including AI-assisted platforms. The results indicate that the systematic incorporation of terminological instruction improves students' academic literacy, professional communication skills, and global competitiveness. The paper concludes with recommendations for curriculum development and suggestions for future research initiatives.*

Keywords: *terminological competence, ESP, professional communication, vocabulary acquisition, communicative competence, digital learning*

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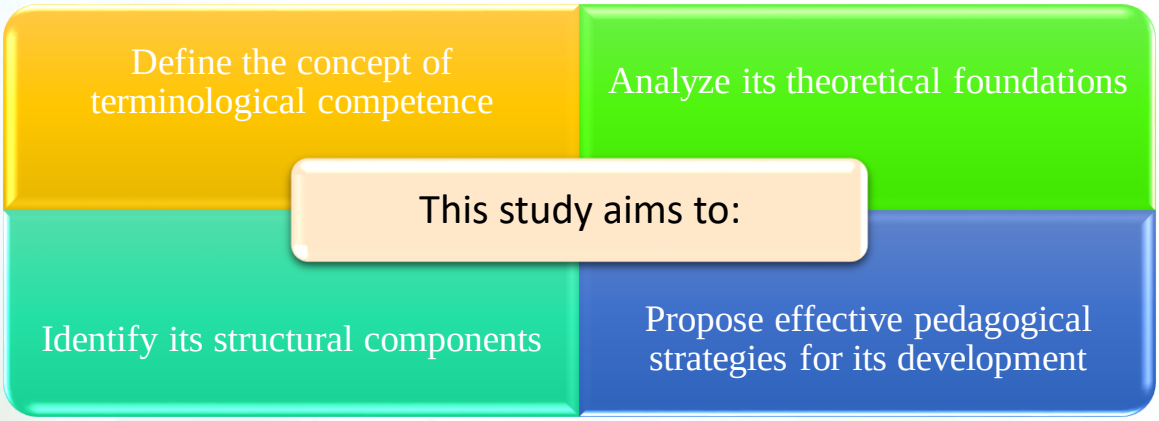
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1. Introduction

In modern higher education, especially within the realm of English for Specific Purposes (ESP), merely mastering specialized vocabulary is inadequate for effective professional communication. Learners are now required to demonstrate terminological competence, which entails not only knowing the terms but also applying them accurately and appropriately in the proper context. This change is closely associated with the requirements of globalization, interdisciplinary communication, and the growing significance of English as a common language in science and technology.

In Uzbekistan, recent reforms in higher education focus on aligning educational outcomes with international benchmarks, including the cultivation of professional and communication skills. In this context, terminological competence is a crucial measure of students' preparedness for engaging in academic and professional discussions. Despite its significance, terminological competence has not been thoroughly investigated in the field of ESP pedagogy.

Therefore,



2. Literature Review

The idea of terminological competence stems from the General Theory of Terminology proposed by Wüster in 1979, who highlighted the need for standardization and systematic arrangement of terms in specialized areas. Wüster asserted that terminology is intricately tied to conceptual frameworks and that grasping terms requires understanding the concepts they represent.

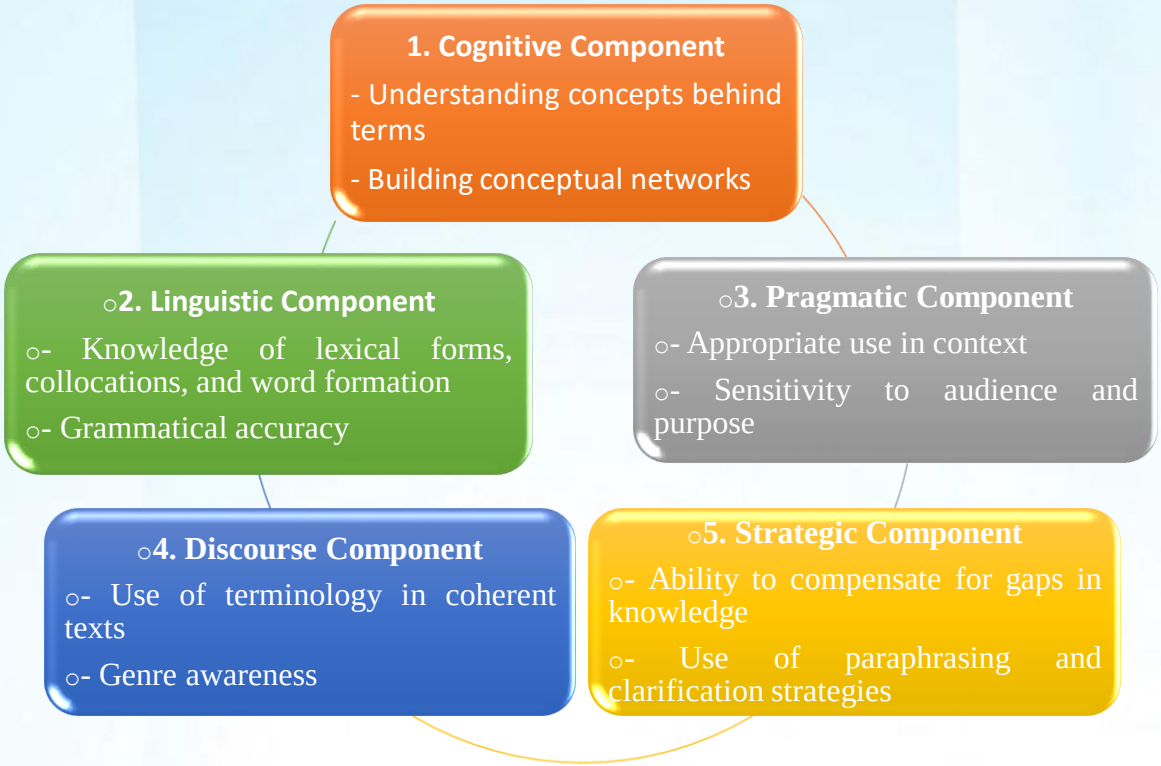
Subsequently, in 1999, Cabré presented the Communicative Theory of Terminology, which broadened the view by incorporating linguistic, cognitive, and communicative aspects. Cabré maintained that terms serve not just as identifiers but also as communicative elements that can change based on context, discourse, and the users involved.

Moreover, this concept is rooted in communicative competence as defined by Hymes in 1972 and Canale & Swain in 1980, which encompasses grammatical, sociolinguistic, discourse, and strategic competences. Terminological competence may be seen as a specialized extension of this framework specifically within professional contexts.

Drawing from the analyzed literature, terminological competence can be described as: The comprehensive skill to comprehend, interpret, and correctly apply specialized terminology in academic and professional settings, showcasing conceptual precision, linguistic accuracy, appropriateness in context, and awareness of discourse.

Terminological competence is a complex concept comprising various elements:

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3. Methodology (Conceptual Study)

This research utilizes a qualitative theoretical analysis that is grounded in an examination of important academic literature in the fields of terminology, English for Specific Purposes (ESP), and applied linguistics. The references encompass both foundational theories and contemporary studies related to digital learning and professional communication.

4. Pedagogical Approaches to Developing Terminological Competence

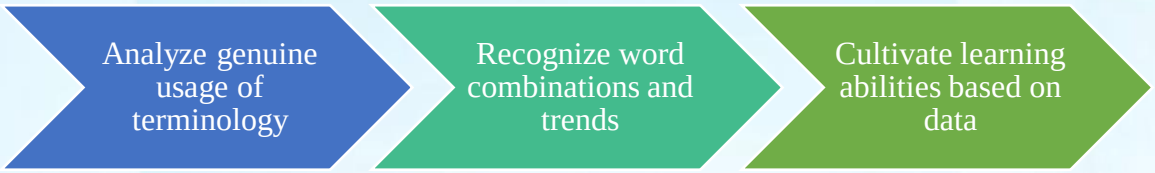
TBLT (Task-Based Language Teaching) encourages the application of terminology through engaging tasks such as:



This method improves both precision and fluency.

Corpus-Based Learning

Using corpora allows students to:



CLIL (Content and Language Integrated Learning)

CLIL combines subject matter with language education, allowing students to:



Digital and AI-Assisted Tools

Contemporary technologies like:



facilitate tailored and engaging learning experiences.

5. Discussion

The cultivation of terminological competence is crucial for closing the gap between language acquisition and professional application. Conventional methods for teaching vocabulary fall short as they emphasize memorization over practical use. By combining cognitive, communicative, and technological approaches, we achieve:

- A richer understanding;
- Better retention;
- Greater communicative effectiveness.

In addition, terminological competence supports:

1) the quality of academic writing,

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2) fluency in speaking within professional settings,

3) involvement in international discussions.

6. Conclusion

Terminological competence plays a vital role in ESP education and professional communication. It includes not just an understanding of specialized terminology but also the capacity to utilize it appropriately in context.

Future studies should aim at empirical research to evaluate how various teaching methods influence the enhancement of terminological competence.

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