

## **FORMING THE TERMINOLOGICAL COMPETENCE OF FUTURE AGRARIAN SPECIALISTS**

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Having analyzed the modern theory and practice of speech training of students of higher educational institutions, we note that the problem of forming the terminological competence of future specialists in the agricultural sector has not yet been the subject of a separate scientific study. The problem of enriching the professional speech of students of agricultural and environmental universities with English professional terminology, theoretical substantiation and practical recommendations for solving this problem needs to be covered.

An important condition for the formation of terminological competence of future specialists in the process of teaching the discipline "English for Professional Purposes" is the interconnected teaching of four types of speech activity: reading, listening, writing and speaking, which makes it possible to rely on auditory, visual and motor sensations, contributing to the complex assimilation of language material.

The productivity of the assimilation of terms and their active use in oral and written professional speech largely depends on the appropriate system of exercises, consistently aimed at both a thorough mastering of terminology and the activation of speaking and listening skills necessary for the application of this terminology in

specific situations. Among a large number of reproductive exercises, it is effective to use the following: to give orally definitions of professional terms in Ukrainian, to select terms for the proposed definitions, to compose a terminological dictionary for the text from a professional textbook. In order to semantize a term, to establish existing connections with other terms included in a certain set of terms, it is necessary to interpret it in a certain context, which in turn helps to guess the corresponding meaning of the term without resorting to its translation. Separated from the context, according to some researchers, the terms are characterized by multidimensionality and conceptual complexity, they have polysemy and synonymy, even expressive coloration. For the semantization of terms, it is advisable to use the following methods: 1) definition of derived terms; 2) derivation of terms; 3) explanation of terms by means of English; 4) selection of terminological synonyms; 5) selection of antonymous terms; 6) comparison of terms in British and American English; 7) translation.

When working with texts of a professional orientation, it is worth paying attention of students to complex cases regarding the functioning and options for transferring agrobiological terms in their native language:

1. A large number of common words acquire meanings specific to the agrobiological sphere, that is, they become narrow terms: cell - cell, cell, cell (biological cell); habitat - place of residence, place of distribution, environment, environment; meal - food, wholemeal flour.

2. The meaning of the term is one of the meanings of the word and is translated using the lexical equivalent: habitat of life - a way of life. Here, it may be advisable to work with the general and terminological English-Ukrainian dictionary to get acquainted with the options for expanding the meaning of the word and, accordingly, with the basic agrobiological terminology.

3. In modern scientific literature, in particular on agricultural problems, we often encounter such a phenomenon when a term has two or more meanings in one industry: meal - wholemeal flour; amer. corn flour; crop - crop; harvest; sowing; agricultural crop (industrial crops - industrial crops), crop rotation -; yeild - harvest, fruit picking, production size; food - 1) food, feed; 2) food, food, 3) nutrients; 4) nutritious. Such

ambiguity creates ambiguity and the substitution of one term for another. And here it is especially important to take into account the context, that is, the lexical and grammatical environment of the term.

The context helps to reveal the following: a) the word is used in its usual meaning or in a special technical one. For example, maturity - maturity, maturity or maturity; circulation period (bonds); b) in which of its meanings the ambiguous term is used in a particular case. The peculiarities of the functioning of terms require appropriate means of translating their meaning into the native language. Since phrases and phrases are very common in modern English-language scientific and technical literature, students should be familiarized with several basic techniques for translating these lexical units.

1. Translation is carried out using words and expressions of the native language, which literally reflect the words and expressions of the English language (so-called tracing): chain reaction - chain reaction; abiotic factor - abiotic factor, natural selection - natural selection.

2. Translation using the genitive case, for example: soil conservation - soil conservation, plant protection - plant protection, soil erosion - soil erosion, materials cycle - circulation of substances.

3. Translation of a noun using an adjective, for example: seed bank - seed bank, species richness - species richness, stem cell - stem cell, water energy - water energy, cell engineering - cell engineering.

4. Translation of a phrase using a group of explanatory words, for example: biotechnology-derived - having a biotechnological origin, relay cropping - a variable system for growing crops, plant-incorporated protectants (PIPs) - means of protection incorporated into plants.

5. Translation with a change in the order of the components of the attribute group, for example: farm crop cultivation - the cultivation of an agricultural crop, plant protection measures - plant protection means, ecosystem equilibrium state - the state of equilibrium of the ecosystem. Special attention should be paid to the translation of terminological combinations consisting of two or three words, since without the help

of a teacher, students cannot always correctly translate such phrases: food safety - food safety, safety testing - safety testing, food crop - agricultural food crop, herbicide-tolerant crop.

Thus, the above examples, demonstrating the functioning of agrobiological terms and possible variants of their translation, draw our attention to the fact that agrobiological terminology tends to be multivariate in translation, polysemy or homonymy, and complex words generally require special knowledge and understanding when translating them. To prevent the problems that students face when translating specialized texts, there is a need for more active work with special vocabulary, a thorough study of its polysemy, synonymy, antonymy, the peculiarities of word formation and translation.

We believe that the above reasoning opens up opportunities both for the practical application of the considered methods of translating agrobiological terminology, and for further creative search in order to effectively read professionally oriented English-language texts. They contribute to the formation of terminological competence, the presence of which opens up the opportunity for future specialists in agrobiological specialties to develop and achieve professional success in the agro-industrial industry.

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