

PROFESSIONAL LINGUISTIC

ACTIVITY IN HIGHER EDUCATION STUDENTS WITH THE USE OF
 TERMINOLOGICAL DICTIONARIES

ACTIVIDAD LINGÜÍSTICA PROFESIONAL EN ESTUDIANTES DE EDUCACIÓN SUPERIOR CON EL USO DE DICCIONARIOS TERMINOLÓGICOS

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ABSTRACT

The article analyzes and summarizes the achievements of scientists in the field of term theory and terminology of teaching methods. The linguistic features of the terminology of teaching methods in the language for special purposes in the teaching of teaching methods (lexical and semantic phenomena, structural and grammatical organization) are revealed. The content of the work on enriching the terminological speech of philology students in the process of studying professionally oriented disciplines is defined and substantiated. The place of terminological vocabulary in the specialty in the formation of the linguistic personality of the future teacher and his value professional attitudes is established. The factors that complicate the mastery of methodological terminology by philology students of the pedagogical direction of training are identified. The importance of working with a dictionary of methodological terms in improving the terminological speech of students is established, and the specifics of working with it in a foreign audience are determined. The main areas of activity on the formation of a methodological culture of working with a terminological dictionary are revealed. The criteria for selecting terms and texts of dictionary entries of terms on teaching methods for teaching philology students to work with a terminological dictionary are determined. The methodological support for work on terminological vocabulary in teaching methods to philology students has been analyzed. A model of educational work with a dictionary of methodological terms and a system of exercises based on the text material of a dictionary entry aimed at enriching and activating terminological speech in the specialty has been developed.

Keywords: Education, Philology students, Innovative methods, Teaching methods, Terminological vocabulary.

RESUMEN

El artículo analiza y resume los logros de los científicos en el campo de la teoría y la terminología de los métodos de enseñanza. Se han identificado las características lingüísticas de la terminología de los métodos de enseñanza en lenguas con fines especiales en los métodos de enseñanza (fenómenos léxico-semánticos, organización estructural

y gramatical). Además, se indaga en el contenido del trabajo para enriquecer el discurso terminológico de los estudiantes de filología en el proceso de estudio de disciplinas de orientación profesional. Se ha establecido el lugar del vocabulario terminológico de la especialidad en la formación de la personalidad lingüística del futuro docente y sus valores profesionales. También identificados factores que dificultan que los estudiantes de filología del ámbito pedagógico dominen la terminología metodológica, evidenciándose la importancia de trabajar con un diccionario de términos metodológicos para mejorar el discurso terminológico de los estudiantes y se determinan las particularidades de trabajar con él en una audiencia extranjera. Posteriormente se revelan las principales direcciones de actividad para la formación de una cultura metodológica de trabajo con un diccionario terminológico, identificándose los criterios de selección de términos y textos de entradas de términos del diccionario según los métodos de enseñanza para los estudiantes de filología. Sobre la base de todo lo anterior, se ha desarrollado un modelo de trabajo educativo con un diccionario de términos metodológicos y un sistema de ejercicios basados en el material textual de la entrada del diccionario y orientados a enriquecer y activar el habla terminológica en la especialidad.

Palabras clave: Educación, Estudiantes de filología, Métodos innovadores, Métodos de enseñanza, Vocabulario terminológico.

INTRODUCTION

The term is the semantic core of the language of the specialty and conveys the main substantive information of the scientific field to which the student is joining. However, the assimilation of terms and their use in speech presents serious difficulties for students. We believe that systematic and well-thought-out work with dictionaries of terms in the specialty contributes to the solution of the problem of improving the terminological speech of students.

The importance of a terminological dictionary in the professional training of students is because it unifies and systematizes scientific knowledge, is an authoritative source of professional information, and is an example of a scientific text in the studied subject area (Darling-Hammond & Lieberman, 2013). The appeal of philology students to a dictionary entry of a term for educational and professional purposes is especially justified if attention is paid to the language of the scientific style of the article, and the patterns of construction of such a text are studied. At the same time, the use of dictionary-type reference literature in the educational process is associated with several

difficulties, the main one of which is related to the fact that it is necessary to learn rational reading of dictionary entries of terms, implying the accuracy and speed of extraction of the necessary information (Córdova et al., 2024; Sotomayor et al., 2024;).

The relevance of the article, in addition to the arguments given above, is seen in the following:

- the terminological system of teaching methods is the most important value component of the professional field to which a student preparing to become a teacher is introduced;
- reference to the terminological dictionary in the specialty allows one to clarify the meaning of the term, understand its role and place in the terminological system of methodological science;
- study of the terminological system of teaching methods by students deepens and complements scientific knowledge about the lexical system of the language;
- conscious use of terms of teaching methods ensures a constructive dialogue in professional communication;
- without knowledge of terminology, it is impossible to read scientific texts in the specialty, and, consequently, self-improvement and self-education of the professional personality of the teacher;
- possession of the skills of referring to dictionaries in the specialty expands professional opportunities in the field of using authentic methodological literature and teaching aids (Tatto, 2013).

There are obvious contradictions between the requirements for the level of professional training of students-future teachers and the level of proficiency in the language of the specialty by students; the need to study methodological terminology as a component of the language of the specialty of philology students majoring in pedagogy and the difficulties in mastering methodological terms due to the peculiarities of the terminological apparatus of teaching methods as a science; the expansion of the terminological dictionary in the field of teaching methods and the absence of a thesaurus understanding of similarities and differences, general and particular in the concepts of methodological science; the communicative needs of foreign students-future teachers in mastering methodological terminology and the insufficiency of linguomethodological developments devoted to the peculiarities of assimilation of methodological terms by philology students majoring in pedagogy (Niemi & Nevgi, 2014); the high potential of dictionaries of methodological terms in the formation of a scientifically ordered terminological lexicon of students

majoring in philology and the difficulties of perceiving the scientific text of a dictionary entry of a term by students; the lack of linguo-methodological developments for teaching students to work with a dictionary of methodological terms; the need to form a methodological culture as the most important component of the professional personality of future teachers and insufficient attention to the terminological dictionary as a source of special information when teaching methods to students majoring in philology.

The object of the article is the process of teaching students teaching methods through the installation of the formation of a methodological culture of working with a terminological dictionary in the specialty. The subject of the article is the improvement of the process of teaching students teaching methods based on working with terminological dictionaries in the specialty.

The purpose of the article is to develop a strategy for enriching students' terminological speech in the field of teaching methods as the language of the specialty and a model for the formation of a methodological culture of working with a terminological dictionary.

Following the purpose of the article, the following hypothesis is put forward: the process of teaching students the methodology of teaching will become more effective and will contribute to the development of the language of the specialty of future teachers, as well as the activation of professional speech activity of students if we form in them a methodological culture of working with terminological dictionaries under the following conditions:

To conduct targeted and systematic work on the use of dictionaries of methodological terms in the educational process, to form in the student lexicographic knowledge and skills based on the technology of referring to a terminological dictionary, to an information source - to use a model of educational work with a terminological dictionary that ensures the development and dynamics of cognitive actions of a foreign student and meets the criteria for assessing the quality of independent work of a student with a dictionary, to implement a system of exercises based on the text material of a dictionary entry and aimed at enriching and activating terminological speech in the specialty.

MATERIALS AND METHODS

To solve the set tasks and test the put-forward hypothesis, the following research methods were used: theoretical (analysis of scientific and methodological literature; methods of specification, forecasting and modeling; inductive and deductive methods of logical generalization of empirically obtained data); social and pedagogical

(analysis of modern university programs, textbooks, teaching aids and dictionaries of terms on teaching methods; methods of questionnaires and surveys of students; observation method during the educational experiment); experimental (conducting the ascertaining, educational and control stages of the experiment); and statistical (quantitative and qualitative analysis of the experimental results).

The main provisions of the theory of the term were chosen as the theoretical and methodological basis for the study (Fuertes-Olivera & Tarp, 2014; Lasechko et al., 2021a,b; L'homme, 2010; Novikova, & Solovyova, 2019; Roche et al., 2019; Salgado, 2021;).

Underestimating the role of dictionaries negatively affects the whole educational process. It is known that 90% of people have an optic canal perception of information that is several times stronger compared to hearing. This gives grounds for asserting that the volume and strength of the learned material perceived through the visual channel of communication in the case of searching for information in the dictionary will be much higher. Insufficient attention to dictionaries, the use of which is connected with the functioning of many analyzers, leads to simplification of the educational process, quick forgetting, and loss of abilities and skills, gained by considerable efforts.

RESULTS AND DISCUSSION

Analyzing the concept of "language for specific purposes", we describe the features of language for specific purposes as a subsystem of language; the place of the term in language for specific purposes is specified and attention is drawn to the main properties and functions of the term that are significant for this study. The term is the semantic core of language for specific purposes. The properties of the term that allow us to distinguish the term from the words of the general literary language include: belonging to a special field of knowledge, meaningful accuracy, relative independence from the context, and stylistic neutrality. The main functions of the term in language for specific purposes are: nominative, communicative, heuristic, and cognitive. The importance of studying the nature of the term from the cognitive point of view and the significance of such a description of terms in understanding the mechanisms of linguistic conceptualization and in identifying universal cognitive-semantic models are emphasized.

The terminology of teaching methods is an integral part of the vocabulary of the general literary national language and naturally assumes subordination to general language trends. In the terminology under study, all types of paradigmatic relations characteristic of the vocabulary

of general literary language are observed, but they have their own characteristics and some limitations due to the specifics of the described subject area. Thus, hyper-hyponymous relations in methodological terminology allow structuring and classifying an array of terms in a given area of scientific knowledge, and the terms can be related to each other not only semantically, at the level of senses, but also formally, when the hyperonym and hyponym contain a common structural element. For example, types of speech activity and speaking are semantic hyponymic relations, and reading and analytical reading are formal-semantic hyponymic relations.

The analysis of the grammatical structure of terms in the language for special purposes allowed us to conclude the features of the formation and functioning of the terminology of teaching methods, including establishing the most productive methods and patterns of term formation. In the terminology of teaching methods, terms-phrases prevail, of which two-component terms are the most common. Traditionally, the leading role in term formation is given to the noun as a part of speech with the greatest nominative possibilities. The adjective, which is part of most two-component terms of teaching methods, has wide possibilities for term formation in the terminology we are studying (Salgado, 2021).

Attributive relations are characteristic of terms-phrases of teaching methods. This conclusion is true not only for two-component terms but also for three-component and even multi-component ones. Attributive syntactic connections open up opportunities for the implementation of generic-specific relations in the terminology of teaching methods. Consideration of the component composition of terms with common elements helps to establish systemic relationships in the terminology being studied and therefore facilitates the process of learning and assimilating terms in the practice of teaching the language of a specialty.

Methodological terminology and terminological knowledge are a valuable component of the professional training of a future teacher, which allows us to consider terminology from the position of the cognitive level of a "professional linguistic personality". Attention to the term in line with the cognitive approach implies "increasing awareness of the acquired knowledge, striving to understand it, and not just memorize it" and ensures the formation of methodological self-awareness as a component of the professional consciousness of a teacher, in which knowledge is considered as an informational, intellectual core of the individual consciousness of the subject of professional and pedagogical activity.

Thus, when considering the issue of theoretical foundations for teaching the terminology of teaching methods to students-philologists of the pedagogical direction of training, the following provisions were identified that are significant for this study: 1) the term has a system of stable features that distinguish it from other units of general literary language and affect the functioning of the term in scientific speech; the identified lexical-semantic and structural-grammatical features of the terms of teaching methods made it possible to establish a linguistic base that should be relied on when working with the terms of the methodology, as well as to take into account negative trends in this terminology (the problem of duplication of terms, the problem of excessive borrowing of terms, polysemy of terms, etc.); 2) terminological knowledge in the field of teaching methods serves as the basis for the formation of the language of the specialty of future teachers; 3) the specificity of addressing the term methodology as a special unit of language in a foreign audience is due to a number of difficulties associated with the peculiarities of the terminology system of teaching methodology, the influence of the individual speech experience of students, and insufficient methodological support for the educational process in mastering the terminology of teaching methodology as the language of the future specialty.

In the course of the analysis of the texts of dictionary entries of dictionaries of methodological terms, a typical structure of a dictionary entry of a terminological dictionary was revealed: 1) heading unit (term), 2) definition, 3) brief additional information. Elements that are found in dictionary entries irregularly were also identified: etymological information, sources, and references. When analyzing a dictionary entry for a foreign audience, all elements of the dictionary entry structure should be taken into account, since each of them performs a specific function and carries specific information about the term, and also teaches how to isolate each structural element and use it depending on a specific search query.

The article emphasizes that a dictionary of methodological terms in the field of teaching methods solves several problems not only of a lexicographic nature - it records terms and their definitions taking into account the achievements of modern science, but also allows one to comprehend the terminology of the methodology. The relationship of terms in dictionaries on the methodology of teaching Russian as a foreign language is expressed in the definition of the term, the system of dictionary references and references from one article to another is widely presented. Other components of the dictionary structure are also aimed at forming an idea of the terminology system of science (Menter, 2011). Thus, in the

"New Dictionary of Methodological Terms and Concepts (Theory and Practice of Teaching Languages)", in addition to the alphabetical index of terms, there is also a thematic index in which all the terms presented in the dictionary are divided into groups: basic categories of methodology, linguistic foundations of methodology, research methods, application of the teaching system in classes on aspects of language, etc., a total of 11 groups divided into sub-items (subgroups) (Fóris & Gaál, 2013). The grouping of terms proposed by the compilers of the dictionary can be used in compiling "terminological nests", as well as in clarifying other issues related to the relationship of terms in the terminology system of methodological science.

The article "Formation of a Methodological Culture of Working with a Dictionary of Methodological Terms" examines the problem of improving the methodological culture of philology students majoring in pedagogical training. The concept of "methodological culture" is asserted as the most important characteristic of the professional personality of future teachers in the field of teaching. Formation of a methodological culture of philology students majoring in pedagogical training involves taking into account such components of its structure as axiological (values-relationships, values-goals, values-quality, values-knowledge, values-means), technological (ways of solving relevant problems), personal (creative nature of pedagogical activity).

To form stable attitudes in the appeal of philology students to the dictionary of methodological terms, it is necessary to teach them the techniques of rational reading of dictionary entries of terms, for which it is necessary to use different types of reading (browsing, search, studying, familiarization) and change them depending on the search tasks.

The basic lexicological concepts that students should have to work effectively with the dictionary of methodological terms include the idea of a term as an element of the lexical paradigm (synonyms, antonyms, paronyms, semantic field, thematic group, generic-specific relations of terms, etc.), the idea of a term as an element of stylistic differentiation of language, polysemy and unambiguity of terms, new and obsolete terms, etymology of a term, etc.

Basic lexicographic concepts: terminological dictionary, heading word, dictionary entry, dictionary entry structure, definition, preface, alphabetical index of terms, thematic index of terms, reference, note, etc. For the process of accessing the dictionary of methodological terms to be understandable to a foreign student, it is necessary to equip him with a set of actions with the dictionary: awareness of the difficulty, formulation of a lexicographic query selection of terms from dictionaries according to the methodology

teaching the most appropriate by the request orientation in the dictionary, search for the required dictionary entry orientation in the structure of the dictionary entry, search for the necessary information in the entry (Roche et al., 2019). This algorithm is quite schematic and generalized but reflects the typical sequence of actions that occur when accessing the dictionary of methodological terms.

The article "Specifics of Working with a Dictionary of Methodological Terms in a Foreign Audience" is devoted to studying the features of the texts of dictionary entries of terms of teaching methods, which are important to take into account when referring to the dictionary of methodological terms in the audience of philology students majoring in pedagogy; the issues of selecting terms and dictionary entries of terms for working with them in a foreign audience to master the terminology system of teaching methods are considered (Pearson, 2000). It has been established that when teaching the language of a specialty, the texts of the dictionary of methodological terms, presented in the form of dictionary entries of terms, perform the following functions: a source of special information, a basis for observing and understanding the lexical and grammatical material, a basis for developing speech skills in the field of the chosen profession (Zeichner & Liston, 2013). Analysis of the texts of dictionary entries from different positions (semantic, communicative, and structural) and in their unity ensures a comprehensive assimilation of the conceptual and linguistic nature of the term and the success of the receptive and productive professional speech activity of foreign students. The criteria for selecting terms for teaching methods have been established:

- 1) statistical: frequency of use in literature on the specialty, thematic prevalence, professional and communicative value;
- 2) methodological: stage and focus of professional training, the purpose of using terms, necessity, base terms (basic methodological categories), terms connected by systemic relations;
- 3) linguistic: target setting (scientific concept), word-formation value of the term, structural ability of term elements, terms with an international basis, and compatibility possibilities of the term.

Taking into account these criteria, a vocabulary was compiled for conducting experimental work. Let us present the terms we have selected in alphabetical order: basic categories of methodology, bilingualism, types of speech activity (listening, speaking, writing, reading), secondary linguistic personality, dialogue, interference, competence, control, teaching method, motivation, skill, approach to teaching, teaching technique, teaching principles,

productive, reproductive, teaching system, teaching content, teaching tools, teaching technology, teaching goals. Total: 25 terms.

Studying the terminology of teaching methods using a terminological dictionary involves not only a selection of terms but also a competent selection of a dictionary entry for productive interaction "teacher-dictionary-student". In our opinion, the criteria for selecting the texts of dictionary entries

should be as follows: 1) concept of the term; 2) purpose of the appeal; 3) accessibility for understanding; 4) sufficiency of the information contained in the dictionary entry; 5) idea of the place of the term in the terminology system of the methodology (Gao, 2013); 6) lexical and grammatical value; 7) communicative value; 8) taking into account the interests of students.

Features of the presentation of terms in textbooks and teaching aids on methodology, the problem of the presentation of the system of tasks for mastering the terminological vocabulary of the specialty is noted. The following was revealed: the methodological apparatus of modern textbooks on teaching methods is not yet properly oriented towards the formation of the terminological vocabulary of students; dictionaries of terms and lists of terms necessary for mastering are absent in almost all textbooks on teaching methods; in the texts of paragraphs of the analyzed textbooks there are no direct references to the dictionaries of the specialty existing in the methodology; there is no system of questions and tasks that would help to understand the meaning of terms using the terminological dictionary of the specialty; definitions of the terms of the methodology in textbooks are presented unsystematically. Features of the methodological support of the educational process aimed at mastering the terminology of teaching methods make it relevant to turn to dictionaries of methodological terms and develop a system of tasks and exercises oriented towards mastering the terminology system of teaching methods based on dictionaries of the specialty. Thus, the importance of referring to the dictionary of terms on teaching methods is substantiated, the specifics of working with it when teaching the language of the specialty to students-philologists of the pedagogical direction of training are described, an analysis of teaching aids on teaching methods is carried out from the point of view of solving the problem of forming the language of the specialty.

Description of the training experiment aimed at mastering terminological vocabulary by students majoring in philology" examines a training experiment in groups of students, the basis for developing tasks and forms of work for which

were the theoretical conclusions and provisions obtained during the study, as well as the results of the ascertaining experiment. The training experiment in the study is presented in three forms:

- An element of the educational process aimed at achieving the general goal of the lesson, an entire lesson devoted to the practice of using a dictionary of terms in mastering methodological terminology, work with "training" worksheets (independent completion of tasks provided with comments that allow using the dictionary as an effective assistant in mastering new knowledge about the term).

- Experimental training showed that students-philologists of the pedagogical direction of training are aware of the importance of the dictionary of methodological terms in obtaining special information in the field of teaching methods, and note the informativeness of the texts of dictionary entries of the terminological dictionary. At the same time, students acknowledge that the text of the dictionary entry of the term is complex in its linguistic and conceptual design, but with a more detailed study, various information about the term can be gleaned from the dictionary entry, which is useful and necessary when studying the course on teaching methods and for mastering the language of the specialty.

Thus, the experimental work on the use of a dictionary of methodological terms to improve the terminological speech of philology students majoring in pedagogy (82 students, advanced level of language proficiency), reflected in the third chapter of this study, yielded positive results: the students noted the advantages of using the dictionary for educational and professional purposes (information content, meaningfulness, provides a scientific definition of the term, etc.) and showed interest and activity in working with such a source of specialized knowledge, demonstrated the skills of quickly and accurately extracting the necessary information about a term from the dictionary, the ability to determine the structural elements of a dictionary entry and recognize their significance in presenting information about a term, the ability to see in the dictionary entry the connections of the defined term with other terms of the methodology.

The study of the problems of teaching students the language of their specialty confirmed the relevance and importance of the task of teaching terminology in the teaching process. The term, being the central unit of language for special purposes, acts as a tool for mastering the specialty and plays an important role in the professional communication of students. The need to use dictionaries of terms on teaching methods to enrich the terminological

speech of philology students majoring in pedagogy is substantiated.

It was revealed that when referring to the terms of the methodology based on dictionary entries of terms, it is advisable to familiarize philology students with the semantic and grammatical features, and functional characteristics of terms, which contributes to a better understanding of the nature of the term as a special unit in the language system. For linguodidactic purposes, the differences between terms and commonly used words are emphasized, the most significant properties of the term are clarified, and an algorithm for analyzing a dictionary entry as a special genre of scientific style is developed. The developed criteria for selecting the terminological minimum form the basis of the compiled vocabulary of terms of the teaching methodology for conducting experimental work, and the proposed criteria for selecting dictionary entries of terms allow choosing from a variety of dictionaries of terms on teaching methodology the dictionary entry of the term that is of the greatest value for students in mastering the terminology of the methodology. The study emphasizes the importance of forming a methodological culture of working with a dictionary as a component of the basis of philological education, meeting the demands of modern standards for developing the skill of independent search for necessary information and a critical attitude to its sources.

The scientific novelty of the research results is as follows:

- a system of work on the use of dictionaries of methodological terms to improve the language of the specialty in the field of methods of teaching students (advanced level of language proficiency) has been developed, scientifically substantiated, and experimentally tested, taking into account, on the one hand, the lexical, grammatical and functional features of the term as a special unit of language for special purposes, and on the other hand, the requirements for the methodological training of philology students in the context of higher education;
- the role and place of terminology in the professional training of students for teaching as a value component of the learning process, forming a system of professional coordinates, a cognitive level, and a methodological culture of the future teacher have been determined;
- factors that hinder the mastery of the terminology of the methodology of teaching Russian as a foreign language by philology students have been identified (distinction between terms and commonly used words, underestimation of the compatibility possibilities of a

term, ignorance of the features of the scientific style of the language, etc.);

- criteria for selecting terms of teaching methods have been developed taking into account their professional communicative value (base terms, terms with an international basis, terms connected by systemic relations, etc.) and criteria for selecting texts of dictionary entries of terms (concept of the term, purpose of addressing, accessibility for understanding, idea of the place of the term in the terminology system of the methodology, etc.) for teaching students-philologists of the pedagogical direction of training to work with a terminological dictionary in classes on teaching methods;
- the methodological expediency and possibilities of using terminological dictionaries in teaching the terminology system of teaching methods to students have been determined by taking into account the demands of modern education for developing skills of independent search for necessary information and a critical attitude to its sources;
- the concept of "methodological culture" is considered about the productive educational process, which made it possible to identify areas of educational work that are significant for the development of the professional personality of students: the formation of axiological attitudes in referring to the dictionary in the specialty, arming with methodological tools for working with the dictionary (attention to the conventional language of the dictionary, the use of various types of reading the texts of dictionary entries of terms, etc.); a system of exercises for working with the dictionary of methodological terms (pre-text, near-text, post-text, methodological and linguistic nature) was created, aimed at enriching and activating the terminological speech of students in the field of teaching methods.

The theoretical significance of the study is as follows:

- in generalizing the achievements of scientists in the field of term theory, which allowed us to draw conclusions about the specifics of the terminology of teaching methods and take them into account when developing criteria for selecting the terminological minimum, a system of exercises, etc.;
- in a linguo-methodological description of the terminology of teaching methods and its basic thesaurus for implementation in teaching students-philologists, taking into account the peculiarities of methodological science;

- in highlighting the axiological component in developing a strategy for enriching the terminological speech of students-philologists in the field of teaching;
- in disclosing the features of existing dictionaries of terms on teaching methods and the possibilities of their productive use in teaching the language of the specialty of students-philologists of the pedagogical direction of training;
- in describing for educational purposes, the components of the macrostructure and microstructure of the dictionary of methodological terms, allowing foreign students to form an understanding of the terminology system of teaching methods (definition, system of dictionary references and references, thematic index of terms);
- in examining the linguistic and structural features of the texts of dictionary entries of terms according to teaching methods, necessary for mastering the conceptual and linguistic nature of the term and ensuring the success of the receptive and productive professional speech activity of students.

CONCLUSIONS

The use of terminology of teaching methods about teaching the language of the specialty to students-philologists of the pedagogical direction of training requires taking into account the lexical, grammatical, and functional features of the terms of teaching methods, which allows to a greater extent to achieve the formation of students' skills and abilities in understanding the nature of terms and their use in professional speech.

When teaching students-philologists the terminology of teaching methods based on dictionaries of methodological terms, a methodological culture of professional work is formed, the most important components of which are axiological (values-goals, values-relationships, values-qualities, values-knowledge, values-means), technological (ways of solving relevant problems) and personal (creative nature of pedagogical activity) components.

The specificity of the dictionary entry of the terminological dictionary requires its conceptual, communicative, and structural analysis in the audience, when the text of the dictionary entry is considered a source of special information, as a basis for observing and understanding the lexical and grammatical material and as a basis for the formation of speech skills in the field of the language of the specialty.

The linguo-methodological model of working with the dictionary of methodological terms contributes to the development of the language of the specialty of future teachers and expands the professional capabilities of philology students in the field of using methodological literature and textbooks in the specialty.

The system of exercises for teaching terms of teaching methods based on the texts of dictionary entries contributes to the enrichment and activation of the terminological vocabulary of foreign philology students, and the formation of stable ideas about the terminology system of teaching methods as a basic component of the language for special purposes.

The prospects of the research are seen in the development of teaching aids that involve the systematic inclusion in their content of information about the terminology of the methodology based on dictionaries of methodological terms and teaching techniques for rational reading of dictionary entries of terms to improve the speech activity of students in the language of the specialty.

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