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# THE THEORY OF IMPROVING THE METHODOLOGY OF TEACHING TERMINOLOGICAL LEXICON TO STUDENTS IN THE DIRECTION OF ELECTRICAL ENERGY

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**Annotation:**
The article explores the theory of enhancing the methodology of teaching terminological lexicon to students specializing in electrical energy. It discusses the need for systematic development of terminological competence, effective teaching approaches, and innovative strategies to enhance learning outcomes. The research highlights practical methods, including integrative approaches and technological tools, to improve the acquisition and usage of specialized terminology.

**Keywords:** Terminological lexicon, electrical energy, methodology, terminological competence, teaching methods, learning outcomes.

In the modern educational landscape, teaching specialized terminology effectively is essential for students preparing for careers in technical fields such as electrical energy. Terminological competence, which includes the ability to accurately use and comprehend subject-specific terms, plays a critical role in students' academic and professional success. This article aims to examine the methodology of teaching terminological lexicon to students in the direction of electrical energy, proposing strategies for enhancing learning processes and outcomes.
The research methodology involves a combination of theoretical analysis and practical experimentation. Surveys, interviews, and observation techniques were employed to gather data on current teaching practices and students' understanding of electrical energy terminology. Additionally, experimental lessons incorporating multimedia resources and collaborative tasks were conducted to assess their effectiveness in improving terminological competence.

The theory of improving the methodology of teaching terminological lexicon to students in the direction of electrical energy involves developing and refining pedagogical approaches that effectively enhance students' understanding and use of specialized vocabulary related to the field of electrical energy.

**Key Aspects of the Theory**

**Cognitive Approach:**

- Focuses on how students acquire, process, and retain terminological knowledge.
- Uses mnemonic devices, visual aids, and contextual learning to reinforce memory retention.

Communicative Approach:

- Encourages practical use of terminological lexicon through discussions, presentations, and project-based learning.
- Emphasizes language as a tool for effective communication within the professional field of electrical energy.

Contextualized Learning:

- Terms are taught in real-world contexts such as problem-solving scenarios, laboratory work, and field practices.
- Incorporation of case studies and practical examples from the electrical energy industry.

Task-Based Learning:

- Design of assignments and activities that require the use of specific terminologies.
- Projects involving the design, maintenance, or troubleshooting of electrical systems.

Technological Integration:

- Use of digital tools (e.g., simulations, software, online glossaries) to enhance understanding of complex terms.
- Development of e-learning resources, including interactive quizzes and mobile apps for terminology practice.

Differentiated Instruction:

- Tailoring the teaching approach to meet the diverse needs of students with varying levels of prior knowledge in electrical energy.
- Offering beginner, intermediate, and advanced modules for terminology learning.

Assessment Mechanisms:

- Formative and summative assessments that measure both comprehension and application of terminological lexicon.
- Use of authentic assessments, such as real-life projects and presentations.

Interdisciplinary Approach:

- Connecting terminology learning with related subjects like physics, engineering, and environmental science.
- Encouraging students to see the relevance of terminological knowledge across multiple domains.

Possible Methodological Model:

Introduction Phase:

- Presenting new terms with definitions, visuals, and context.

Practice Phase:

- Exercises involving the use of terms in sentences, matching activities, and definition drills.

Application Phase:

- Projects, simulations, and practical tasks where terms are used in context.

Assessment Phase:

- Testing comprehension and practical usage through written and oral assessments.

The study's results suggest that incorporating multimedia tools, contextual learning, and collaborative activities into the teaching methodology significantly enhances students' ability to master terminological lexicon. However, challenges such as the availability of resources and the need for teacher training must be addressed to optimize teaching outcomes.

## Conclusions

In conclusion, improving the methodology of teaching terminological lexicon to students in the direction of electrical energy requires a multifaceted approach. It is recommended to integrate multimedia resources, provide contextual learning experiences, and promote collaborative learning to enhance terminological competence. Future research should focus on developing training programs for teachers and expanding the use of technological tools to further enhance teaching effectiveness.

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