CROSS-DISCIPLINARY TERMINOLOGICAL COMPETENCE FOR ESP STUDENTS MAJORING IN POWER ENGINEERING

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The professional competence of a specialist requires a high level of development of communicative, organizational, and management skills, as well as high motivation and possession of integrated knowledge. Modern researchers, considering the constituent elements of the professional competence of a specialist, define different structural elements, emphasizing the direct interaction of specific components (Sikora, 2019). However, most agree that an essential component of a specialist's professional competence is the formation and expansion of knowledge of professional terminology.

The study of cross-disciplinary terminology is of particular importance for training future specialists from different fields of sciences since the knowledge of this layer of vocabulary helps future specialists to accurately and adequately exchange information with foreign specialists, increasing the efficiency of the communication process. However, despite a significant number of studies on professional terminology, the problem of defining unified scientific concepts, and eliminating multiple meanings in the interpretation of terms, especially when it comes to professional communication in several fields, still needs to be solved.

Despite the undoubted importance of cross-disciplinary terminology in training future power engineers, this issue needs to be reflected in particular scientific research. However, scientific interest in the formation of cross-disciplinary terminological competence is increasing.

The terminological system of the English language is quite complex, a characteristic feature of languages serving societies with advanced scientific levels. In recent decades, science has made significant progress in many technical branches, characterized not only by the expansion and deepening of scientific knowledge but also by the emergence of new disciplines at the edge of traditional branches. To understand a term, a specialist has to apply all available scientific and specialized knowledge. Since the meaning of a word is defined within the limits of its use in the language, the term is perceived taking into account the terminological field in which it is found and the field of science to which it belongs. However, within one scientific domain, even within a single terminological field, a transition of meaning is possible since the branches of science do not exist with each other but in constant interaction

on an intersystem level (Mennes, 2019).

Since terminology is the basis of most professional disciplines, studying terminology is an essential and effective tool for teaching professional English. Thus, it is crucial to consider cross-discipline issues in teaching future specialists in the energy field.

Terminology training specialist P. Faber notes that it is essential for a specialist to quickly search for relevant terms within the conceptual systems with which the specialist works, which allows for communicating satisfactorily at a professional level (Faber, 2009). The scholar also notes that in the context of training, terminology should be taught as an integral part of the mediation process.

Thus, it is important to teach future power engineers, first, the ability to develop their strategies for identifying and acquiring knowledge of specific scientific concepts that appear within the discourse, and second, the ability to recognize inter-linguistic correspondences, based on the concept of the relevant branches of knowledge. P. Faber notes that terminological competence is essential to foreign language learning (Faber, 2009).

The ability to recognize systems of concepts denoted by terms in a particular context allows successful information transfer in professional mediation (Mennes, 2019). It allows drawing a conclusion that the conceptual apparatus of the energy sector interconnects with the terminological systems of the sciences it cooperates with. Accordingly, power engineering covers the terms of other related sciences. The terminological field of power engineering overlaps and simultaneously consists of terminological fields of ecology, physics, chemistry and mathematics, etc. (Faber, 2009).

M. Martinez and P. Faber (Faber, 2009) note that within the learning context, students should learn to work autonomously and take responsibility for their learning process since the ultimate goal is for future professionals to communicate successfully communicate in their professional environment.

One of the essential conditions for the efficient training of future specialists in professional terminology is to get students acquainted with the dynamic nature of terminology by developing a database of technical texts, as well as compiling their bilingual glossaries on a particular professional topic, further forming a bank of cross-disciplinary terms (Mennes, 2019).

The authors suggest ways of increasing the efficiency of forming inter-disciplinary terminological competence of future specialists in the field of power engineering. The conducted analysis allows concluding that, despite a significant number of fundamental studies of professional terminology, the problem of inter-disciplinary terms of the energy sector necessitates further research on this issue.

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