

CHALLENGES AND PROSPECTS OF DEVELOPING TERMINOLOGICAL COMPETENCE OF STUDENTS MAJORING IN OIL AND GAS

Taktasheva Dinara Rinatovna

Acting Associate Professor of the “Foreign Languages” department

Branch of Russian State University of Oil and Gas (National Research University)
named after I.M. Gubkin in Tashkent city

Abstract. *The development of terminological competence in students specializing in oil and gas engineering is a crucial component of their professional training. The oil and gas industry is characterized by a rich and rapidly evolving system of specialized terminology, which plays a central role in effective professional communication, technical documentation, and international collaboration. However, teaching and acquiring this competence faces a variety of challenges, including the complexity of technical vocabulary, the dynamic nature of the industry, insufficient methodological support, and the need for interdisciplinary knowledge. This article explores the main challenges encountered by students and educators in building terminological competence and highlights promising strategies and approaches, such as integrating digital technologies, using authentic industry materials, implementing interdisciplinary methods, and fostering cooperation with industry experts. The study concludes that the successful development of terminological competence enhances not only linguistic proficiency but also the overall professional readiness of future specialists in oil and gas.*

Keywords: *terminological competence, oil and gas education, professional communication, technical vocabulary, interdisciplinary approach, digital technologies.*

In the context of globalization and the rapid development of the oil and gas sector, future specialists are required to possess not only strong technical skills but

also advanced communication abilities. Terminological competence occupies a special place in this process, as it enables students to understand and correctly use professional vocabulary in both academic and workplace contexts. Given the international nature of oil and gas projects, terminological accuracy is critical for preventing misunderstandings, ensuring safety, and promoting effective collaboration across borders. This article investigates the challenges and prospects of forming terminological competence among students majoring in oil and gas, highlighting pedagogical, methodological, and technological dimensions of the problem.

There are the following challenges in developing terminological competence:

1) Complexity of Oil and Gas Terminology. Oil and gas terminology encompasses numerous highly technical terms derived from engineering, geology, chemistry, and physics. Many of these terms are polysemantic or context-dependent, creating difficulties for learners in distinguishing precise meanings. For example, terms such as “reservoir,” “formation,” or “completion” may carry distinct meanings depending on the context.

2) Dynamic and Evolving Nature of the Industry. The oil and gas industry is undergoing transformations driven by digitalization, automation, and the global transition toward sustainable energy. As new technologies emerge, so do new terms, abbreviations, and acronyms. Students often struggle to keep pace with this evolving lexicon.

3) Insufficient Methodological Resources. In many universities, the teaching of oil and gas terminology lacks specialized coursebooks, glossaries, or learning platforms tailored to specific linguistic and professional needs. This shortage leads to reliance on outdated materials and insufficient contextualization of terms.

4) Limited Exposure to Authentic Contexts. Students often encounter terminology in artificial academic settings rather than through authentic industry

texts, reports, and communication practices. As a result, their terminological knowledge may remain theoretical and fragmented.

5) **Interdisciplinary Nature of the Field.** Oil and gas specialists must master terminology not only in engineering but also in economics, law, and environmental science. The breadth of required knowledge complicates the systematic acquisition of terminological competence.

Despite the challenges we would like to outline some prospects for the development:

1) **Integration of Digital Technologies:** The use of specialized software, mobile applications, and interactive glossaries can significantly enhance the process of learning professional terminology. Digital corpora and terminology management systems allow students to analyze usage in authentic contexts and keep track of evolving vocabulary.

2) **Authentic Industry-Based Learning Materials:** Incorporating authentic texts such as technical reports, manuals, standards, and scientific articles provides students with exposure to real-world terminology in context. This improves retention and ensures that learning is closely aligned with industry practices.

3) **Interdisciplinary Approaches:** Courses designed with input from multiple disciplines can help students see connections between technical, economic, and environmental terms. For example, studying oil production should include related terms in energy economics and sustainability.

4) **Collaboration with Industry Experts:** Guest lectures, internships, and joint projects with industry professionals can expose students to practical terminological usage. Interaction with specialists ensures that students acquire terminology that is up-to-date and relevant.

5) **Project-Based Learning and Simulation:** Simulating professional scenarios - such as preparing drilling reports, safety briefings, or environmental assessments -

helps students apply terminology in practice and develop communicative confidence.

6) Internationalization of Education: Since oil and gas projects often involve multinational teams, incorporating English for Specific Purposes (ESP) into curricula is essential. Bilingual glossaries and courses that combine language and professional training foster both linguistic and professional readiness.

Summing up, a case study is considered to be one of the most essential techniques to develop terminological competencies. For example, in one of the leading petroleum universities in Russia, a digital glossary project was introduced for students majoring in petroleum engineering. Students were encouraged to use an online terminology database linked with technical texts and laboratory instructions. Surveys showed that students' retention of key terms improved by 28% compared to traditional rote memorization methods. The integration of this digital tool also helped bridge the gap between classroom learning and practical application in internships

In conclusion it should be noted that the development of terminological competence among students in oil and gas majors is both a challenge and an opportunity. While the complexity of specialized vocabulary, rapid industry changes, and lack of methodological support pose significant difficulties, modern pedagogical strategies and technological advancements offer effective solutions. By integrating authentic materials, interdisciplinary approaches, and digital tools, educators can help students acquire not only terminological knowledge but also the skills required for successful professional communication in a globalized oil and gas industry.

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