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# INNOVATIVE TECHNOLOGIES IN TEACHING IT TERMINOLOGY: THE ROLE OF ABBREVIATIONS AND ACRONYMS IN LANGUAGE COMPETENCE DEVELOPMENT

In the modern educational environment, the development of students' competence is closely linked to the integration of innovative technologies and digital communication tools. In the field of Information languageTechnology (IT), abbreviations and acronyms play a crucial role in professional discourse, serving as an essential part of linguistic competence for future specialists. The increasing globalisation of the IT industry makes it necessary for students to master not only the terminology but also the structure and meaning of abbreviated forms that dominate professional communication.

Abbreviations and acronyms, such as HTML (HyperText Markup Language), AI (Artificial Intelligence), UI (User Interface), UX (User Experience), HTTP (HyperText Transfer Protocol), and SQL (Structured Query Language), are an inseparable part of IT language. They reflect the dynamic development of the field and provide linguistic economy, clarity, and precision. Understanding their meanings and usage helps students comprehend professional texts, technical documentation, and academic articles, while also improving their communication skills within international teams.

The study of IT abbreviations and acronyms contributes to the development of several components of language competence: lexical (knowledge of terms), grammatical (use of abbreviations in context), and pragmatic (understanding professional communication norms). Furthermore, by learning the etymology and structure of abbreviations, students acquire analytical and critical thinking skills essential for mastering professional language.

Modern methods of teaching IT terminology increasingly rely on innovative technologies that create interactive and engaging learning environments. The use of digital platforms (such as Quizlet, Kahoot, and Mentimeter), mobile applications, learning management systems (LMS), and AI-powered chatbots (like ChatGPT and Grammarly) allows teachers to introduce abbreviations in authentic contexts. These tools enhance learners' motivation, provide instant feedback, and allow for personalised learning pathways. For instance, students may complete gamified exercises involving the recognition and decoding of IT abbreviations or participate in virtual simulations that require real-life communication using technical acronyms.

Another effective approach is project-based learning, where students collaborate on IT-related projects that involve documentation, presentation, and discussion of technical concepts. Within such projects, the active use of abbreviations such as API (Application Programming Interface), IoT (Internet of Things), or VR (Virtual Reality) becomes a natural part of language practice. This method not only develops terminological competence but also enhances teamwork, creativity, and intercultural communication skills.

Blended learning and flipped classroom models also promote the integration of innovative technologies into the study of IT abbreviations. Students can first explore digital glossaries and video materials independently, and then apply their knowledge in classroom discussions and problem-solving tasks. For example, teachers may ask learners to analyse authentic IT documentation or compare the use of certain acronyms across different English-speaking contexts, such as British and American professional language.

In addition, corpus linguistics tools and online dictionaries (e.g., TechTerms, Cambridge Dictionary of Computing) can be employed to demonstrate the frequency and contextual use of abbreviations in authentic professional communication. These technologies help to visualise linguistic patterns and enhance lexical retention. Artificial Intelligence tools further assist in adaptive testing and automatic term recognition, allowing for data-driven assessment of students' progress.

The integration of augmented and virtual reality (AR/VR) technologies opens new opportunities for immersive learning. Students can explore virtual IT environments where acronyms and abbreviations appear in the context – for instance, navigating through a simulated data centre or coding interface. This approach supports experiential learning and bridges the gap between theoretical knowledge and practical application.

In the context of higher education, it is essential to ensure that innovative approaches to teaching IT terminology align with the overall goal of developing language competence. Teachers must balance the use of technology with communicative, cognitive, and socio-cultural objectives. By combining traditional linguistic methods with technological innovation, educators can foster a more effective and motivating learning process.

In conclusion, the study of IT abbreviations and acronyms through innovative educational technologies significantly contributes to the development of students' language competence. It does not only facilitate professional communication and understanding of technical texts but also promotes critical thinking, digital literacy, and creativity. The effective integration of IT abbreviations into the language learning reflects modern pedagogical trends aimed at preparing students for real-world professional communication in the global digital environment.

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