

найефективніші шляхи досягнення намічених цілей і результатів вищої освіти в Україні, дозволить ефективно реформувати систему вищої освіти в нашій країні.

Вивчення досвіду навчання, викладання і результатів роботи національних систем освіти Європейського Союзу, намагання виявляти і впроваджувати найефективніші шляхи досягнення намічених цілей і результатів в Україні, дозволить ефективно реформувати систему педагогічної освіти в нашій країні.

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Digital tool for mastering management and marketing terminology

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Abstract. *The study is devoted to analysis of digital tools for effective mastery of terminology in the field of management and marketing. The relevance of digital transformation of education is substantiated, the classification of tools is determined, and their impact on formation of terminological competence is analysed. The results show that interactive and adaptive technologies increase the efficiency of mastering terms and contribute to practical application of knowledge in professional activities.*

Keywords: *digital tools, terminological competence, management, marketing, digital education.*

The current stage of society's development is characterized by a deep digital transformation of all spheres of economic activity, in particular management and marketing. As a result, the role of digital technologies in the processes of communication, planning, making management decisions and promoting goods and services is increasing. At the same time, digitalization creates a need for rapid mastery and correct use of professional terminology, which is constantly updated in accordance with the emergence of new technological concepts, tools and methods.

Possession of current management and marketing terminology is a necessary condition for effective professional activity of specialists in these fields. Incorrect or superficial understanding of terms complicates interdisciplinary communication, reduces the quality of management decision-making and hinders the implementation of innovations. Therefore, the current task is to study digital tools that ensure effective mastery of terminological knowledge, their practical application and constant updating in accordance with the dynamics of the business environment.

The scientific novelty of the study lies in the systematization of approaches to the use of digital technologies in the terminology training of future managers and marketers, as well as in determining the key criteria for the effectiveness of digital tools for the formation of terminological competence.

The purpose of the study is to provide a theoretical justification and practical analysis of digital tools designed for the effective acquisition of terminology in the field of management and marketing, as well as to determine the conditions and mechanisms for their successful implementation in the educational and professional process.

To achieve the goal, the following tasks have been formulated: to analyze modern approaches to the digitalization of teaching management and marketing terminology, to determine the classification of digital tools that contribute to the development of terminological competence, to investigate the effectiveness of the use of interactive and adaptive technologies in the process of mastering professional terms, to develop recommendations for improving the methodology for using digital tools in the system of training management and marketing specialists.

The methodological basis of the study is a comprehensive approach that combines theoretical, analytical and empirical levels of knowledge. At the theoretical level, a review of modern scientific works on the problems of digital transformation of education, the implementation of learning platforms, gamification and the use of intelligent systems in professional training was carried out. Particular attention was paid to studies devoted to the role of digital tools in marketing activities and

management (Biemans, 2023; Diaz, 2022). At the analytical level, a classification of digital tools for learning terminology was carried out. The following main groups of tools were identified: educational platforms (Coursera, EdX, Skillbox), which offer specialized courses with interactive dictionaries and terminological glossaries; mobile applications (Quizlet, Anki, Memrise), which provide a gamified format for learning terms; intelligent systems (ChatGPT, Grammarly, DeepL), capable of providing contextual explanations of terms and examples of their practical application; corporate knowledge management systems integrated into CRM and ERP platforms that allow updating terminological bases in real time. At the empirical level, a survey was conducted of 58 students of the Management majors regarding their experience of using digital tools for studying professional terminology. Respondents were asked to evaluate the effectiveness of different types of digital tools according to the criteria of convenience, motivational effect, speed of memorization, and the possibility of practical application of terms. The obtained data were processed using descriptive statistics, which allowed us to summarize the main trends and establish relationships between the type of digital tool and the level of terminology mastery.

The analysis of the survey results and literature sources shows that digital tools significantly increase the effectiveness of mastering professional terminology, especially if they are interactive.

About 72% of respondents noted that the use of mobile applications with gamification elements contributes to better memorization of terms due to repetition, visual cues and the possibility of self-testing. 65% of respondents emphasized that adaptive platforms that adjust the complexity of tasks according to the level of knowledge provide more sustainable learning results. At the same time, only 48% of respondents noted that digital tools help to apply terms in practical management or marketing situations.

The analysis identified the main advantages of using digital tools: availability of educational materials at any time and from any device; individualization of the educational trajectory; integration of learning with professional cases; increased motivation through elements of gamification and feedback. The disadvantages include the limited ability of some tools to provide a deep understanding of the context of the use of terms, as well as the risk of fragmented knowledge in the absence of pedagogical support.

It is generalized that the highest efficiency is demonstrated by digital tools that combine three components: adaptability, contextuality and practical orientation. It is such tools that form not only terminological awareness, but also the ability to professionally operate with concepts in real business scenarios.

The conducted research confirmed that digital tools are an effective means of increasing terminological competence in the field of management and marketing. Their use contributes to the activation of cognitive processes, increased motivation for learning and ensures the stability of terminological knowledge.

The optimal tools are those that integrate the capabilities of gamification, adaptive learning, feedback and contextualization of knowledge. At the same time, the

effectiveness of digital learning largely depends on the pedagogical design of the course, the level of digital literacy of users and the availability of mechanisms for practical application of terminology. Thus, digital technologies not only expand the toolkit of learning, but also form a new paradigm of professional training, in which terminological competence becomes a key factor in the competitiveness of a specialist.

Further development of the research involves: development of specialized digital platforms for interactive study of management and marketing terminology using elements of artificial intelligence, in-depth analysis of the impact of different types of gamification on the level of terminological literacy, research into the long-term effect of using digital tools in professional practice, cross-cultural comparison of the effectiveness of digital approaches to terminology training in different countries and educational systems. Such research will allow to form scientifically based recommendations for improving digital education in the field of management and marketing, will contribute to the development of international terminology standardization and improving the quality of specialist training.

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