



TERMINOLOGICAL COMPETENCE OF THE SPECIALIST IN TRAINING VOCABULARY OF SPECIALTY

Bakirova Hilola Botiraliyevna
Uzbekistan State World Languages University

Annotation

The article substantiates the importance of terminological training in professional activity and communication, the need to master terminological competence as the most important indicator of professionalism and a factor in improving the quality of professional communication. The methodology of studying terminological competence is substantively disclosed, its essential characteristics are identified and described. The content of terminological competence and its functions have been clarified, as well as the place in the classification system of the competencies of a modern specialist. The connection between terminological and linguistic, informational and professional competence is revealed. A structural and functional model of a specialist's terminological competence has been developed and described as a theoretical basis for the study, indicators of the manifestation of its components - subject-cognitive, intellectual-reflexive and communicatively linguistic - have been demonstrated.

Keywords: term, terminology, terminological competence, model of terminological competence of a specialist.

Knowledge and accurate use of special terms in the course of direct or indirect communication of professionals ensures the quality of understanding of information promotes professional consolidation and expands the possibilities for the exchange of professional experience. "It is the terminology that provides informational understanding of the subjects of the academic sphere: students and teachers, and then the subjects of the professional sphere of communication: managers and subordinates, colleagues, partners, competitors" [4].

The role of the professional community in increasing the importance of terminological competence is also ensured by involving its representatives in the expert assessment of the quality of vocational education. Understanding the specifics of "terminological competence" is impossible without referring to the definitions of the term "competence", which is basic category in the competence approach. As the analysis of scientific and pedagogical literature has shown, there is no consensus in disclosing the volume and content of these terms, as well as their





logical connections. For example, O.N. Griban [5] identified two approaches to the definition of the terms “competence” and “competence”:

- personal, considering competence as a set of interrelated personality traits: knowledge, skills and methods of activity, and competence
- as possession of the corresponding competence;
- activity-based, interpreting competence as a characteristic of various objects and types of activities of a specialist, and competence as an integral quality of a person, manifested in general ability and readiness for activity.

The scope and content of the concept of “competence” is most accurately distinguished by A. V. Khutorsky. From his point of view, competence acts as a predetermined social requirement (norm) for the educational training of a person, which is necessary for his effective and productive activity in a particular area. And competence is understood as possession by a person of the appropriate competence, including his personal attitude towards it and the subject of activity [6]. That is, competence is an already established personality quality (a set of qualities) and a minimum experience in a given area [7, p. 62].

Analysis of modern domestic literature has shown that terminological (conceptual) competence can be considered as:

- a special type of organization of subject-specific knowledge that allows making effective decisions in the relevant field of activity [8];
- an independent type of competence, since it is an integral part of the terminological potential of an individual;
- a structural component of information competence, since knowledge of terminology is the most important condition for improving the quality of communication;
- the structural component of professional competence, since mastering professional terminology is a prerequisite for obtaining professionally significant knowledge, skills and abilities;
- a new formation of the subject of activity, which is a systemic manifestation of knowledge, skills, abilities and personal qualities, which allows solving functional tasks that make up the essence of professional activity;
- a person's ability to mobilize acquired knowledge and experience in a specific situation.

Based on the above, "competence" as a generic concept in relation to all its types, we will consider as a situational-activity category. From these positions, competence is not just a set of knowledge, abilities, skills and personal qualities, but the ability to use them in a specific situation. The need to isolate terminological





competence as an independent type is primarily due to the search for a basis that would allow combining the theoretical and practical components of professional activity. Taking into account that terminological competence is most significant in professional activity, we will consider it as a component of a broader type of competence - professional.

Knowledge of terms, terminological correspondences and the ability to use them in speech is the most important component of the professional readiness of a modern specialist. Thus, by the terminological competence of a specialist, we mean the ability and willingness to apply competently terminology in solving professional problems and in the process of professional communication. There is no consensus among domestic researchers on the issue of the structural organization of competence in general and its types in particular. Therefore, with the existing variety of approaches for understanding the essence of terminological competence, it is significant to perceive and study competence as a polystructural phenomenon. The following provisions are taken as the theoretical foundations for constructing a structural and functional model of terminological competence.

A term is the main lexical means that fixes a concept in oral and written speech, "a word (or phrase) of a special sphere of use, which is the name of a concept and requires a definition" [9, p. 3]. It belongs to the logical-conceptual system of a certain branch of scientific knowledge and the lexical system of the general literary language. With the help of terms in verbal form, the results of the process of cognition of the essence of objects and phenomena of objective reality and the inner life of a person are recorded, the discovery of new scientific knowledge is carried out. They simultaneously reflect the current level of development of the theory and practice of the relevant industry and are the basis for their further development. It is in this direction that such specific functions of the term as heuristic (the discovery of new scientific knowledge) and cognitive (the result of the process of cognizing the essence of objects and phenomena of objective reality and the inner life of a person, verbalization of a special concept) are realized [10, p. 70-72].

Within the framework of the cognitive-activity approach, terminology is considered as the result of the cognitive activity of specialists, which consists in the conceptualization and verbalization of professional knowledge. As a result, structures of knowledge are formed, which receive their representation in the form of terms. In the paradigm of cognitive terminology, the term is considered as one of the ways of verbal representation of special knowledge, which is an information-cognitive structure that accumulates special knowledge necessary in the process of





scientific and professional communication, as well as in professional and scientific activities.

A modern specialist will be free to navigate in the logical-conceptual system of a certain branch of scientific knowledge and the lexical system of the professional language and is ready to form an individual terminological dictionary as an information basis for understanding the requirements of the corresponding field of professional activity if he has mobile knowledge in the form of specific terminology. Such a quality as the mobility of knowledge implies the ability to constantly update it [12, p. 4] and mastering new terminology.

The psychological basis for the systematization of scientific and practical information about the field of professional activity in the form of concepts that reflect the most important, essential, natural signs of its main objects, phenomena or processes is the conceptual thinking of a specialist. Thus, when developing a structural and functional model of a specialist's terminological competence, as the first component, we consider an informational one, the function of which is to master the conceptual and terminological apparatus of the subject area of the profession and to form an individual active vocational vocabulary, the volume of which determines the quality of the subject's orientation in theoretical and applied aspects of mastering the subject area of the profession.

We admit differences both in the content and volume of an active vocational vocabulary formed by a specialist at the stage of professional training and self-education, in the course of independent professional activity and in the period of professional development, as well as in the accuracy and completeness of the correct definitions of the corresponding concepts. The indicators of the manifestation of the information component are:

- recognition, understanding of the distinctive features of the term and reproduction of its definition;
- knowledge and understanding of which term denotes a particular concept, knowledge and understanding of the specifics of the conceptual and terminological apparatus of the subject area of professional activity, the structure of the concept, ways of forming concepts and terms, defining logical and linguistic connections;
- knowledge and understanding of how to use professional terms in communication with specialists;
- establishing links between terms, their systematization and classification.

Terminology is not only a tool for mastering professionally significant knowledge, skills and abilities, not only a means of communication, but also a means of comprehending and improving professional experience. Possession of special





vocabulary can be one of the significant indicators of professionalism as the highest level of professional development of a person. Therefore, the task of developing terminological competence is not just to know the subject more and better, but to include the acquired knowledge in the “terminological practice” of life [3].

Therefore, as the second structural component of developing terminological competence, we consider the experience of operating with professional terminology in professional communication by means of oral and written language. S.K. Vyshegurov: “terms are the basis of professional communication; without mastering them, neither reading nor speaking on professional topics is feasible” [13].

The practical component of terminological competence, in general terms, is the experience of using terms in professional communication. Hence, its main function is communicative and linguistic. The communicative function of terms is fully implemented in the process of professional communication. The use of special vocabulary ensures the success of the transfer of professionally significant information, promotes the unification of people in the professional community, the transfer of knowledge, skills and methods of activity within the professional community, the exchange of professional experience, the implementation of the function of social control in order to regulate the behavior and activities of employees, etc.

Pragmatic function the term is also implemented in professional communication, but, unlike the communicative function, it contributes to the self-expression of the individual, determines the effectiveness of the presentation itself, improves or worsens mutual understanding in joint professional activities. To implement the listed functions, a specialist requires the following skills and abilities:

- choose terms appropriately and generate correct terminologically rich speech;
- correctly understand, convey professional texts and speech of specialists;
- to adequately use special vocabulary in one's own statements when forming and formulating thoughts in the process of verbal communication, as well as in the main types of presentation of ideas, opinions, positions, experience
- narration, description, reasoning and design;
- professionally interpret the speech of colleagues, including foreign ones;
- explain using simplified or complicated definitions, without changing the content, thus making knowledge available to any interlocutor;
- accurately and freely use terms in the field of scientific, professional and everyday communication.





And so we conclude that the following characteristics are inherent in terminological competence:

1. Versatility of manifestation. This type of competence is implemented in two aspects:
 - an integral characteristic of a person, which is formed in the process of mastering and applying the conceptual and terminological apparatus of a particular science and (or) the sphere of human activity;
 - a situational personality characteristic, manifested in the system of working with terms within the boundaries of a certain conceptual and terminological field.
2. Integrity. The integrative nature of terminological competence is manifested in the fact that it, in one way or another, is present as a component in other competencies. Understanding and adequate use of special vocabulary ensures their implementation in the professional, communicative, creative, social and other types of activities of a modern person.
3. Connection with the terminological potential of the individual. According to Z.E. Ermolaeva, terminological competence is the result of the development of the terminological potential of an individual, which manifests itself “in the steady desire of a specialist to contribute to improving the functioning of the conceptual and terminological apparatus of the subject area of the discipline, guided by social interest” [16, p. 86].
4. High dependence on education. Terminological competence is formed in two ways - through training and self-education. In the first case, the formation of terminological competence can act as a specially set goal that depends / does not depend on the needs and cognitive interest of students. At the same time, knowledge of terminology acts as the basis for the assimilation of specific subject educational material. In the second case, the motives and cognitive interests of the person himself determine the formation of terminological competence. The developed model of terminological competence of a specialist acts as a theoretical basis for the subsequent development of a methodology for studying it among teachers in the field of didactics.

Reference

1. Molchanova Y.A. Methods of teaching professional terminology to students of a non-linguistic university on the basis of compensatory competence (English): dis. ... Cand. ped. sciences. N. Novgorod, 2009. 206 p.
2. Andrianova S.V. Methods of teaching professional English-language terminology for physics students: dis. ... Cand. ped. sciences. M., 2008. 165 p.





3. Mironenko E.V. Teaching special lexical competence of cadets-navigators on the basis of pseudo equivalent terminology of the maritime English language: dis. ... Cand. ped. sciences. Pyatigorsk, 2013. 244 p.
4. Vepreva TB Teaching professionally-oriented foreign language vocabulary of students of non-linguistic specialties on the basis of an integrated course: dis. ... Cand. ped. sciences. SPb., 2012. 182 p.
5. Mitrofanova K.A. Teaching foreign language vocabulary of the medical sphere of medical students: dis. ... Cand. ped. sciences. Ekaterinburg, 2010. 168 p.
6. Azimov E.G., Shchukin A.N. New dictionary of methodological terms and concepts (theory and practice of teaching languages). - M.: Publishing house IKAR, 2009. 448 p.
7. Komarova Z.I. On the essence of the term // Term and word. Interuniversity. sat-k. Gorky: ed. GSU them. N.I. Lobachevsky, 1979. P. 3-13.
8. Pozdnyakova S.Yu. Specificity of the cognitive approach in the paradigm of teaching foreign language professional communication // Uchenye zapiski Zabaikalskogo gosudarstvennogo universiteta. Series: Pedagogical Sciences. 2017. Vol. 12. No. 2. P. 134-140.
9. Chernyshova L.A. Anthropological aspects of modern industry terminology: based on the terminology of railway transport: dis. ... Dr. Filol. sciences. M., 2011. 340 p.
10. Pozdnyakova S.Y. Cognitive approach to the selection and organization of the educational vocabulary-minimum of highly specialized military aviation terms (German, non-linguistic university): dis. ... Cand. ped. sciences. Irkutsk, 2005. 217 p.
11. Polyakova T.Y. Development of a series of bilingual terminological dictionaries-minimums for students of technical universities // Bulletin of the Moscow State Linguistic University. Series: Education and Pedagogical Sciences. 2014. No. 12 (698). P. 100-109.
12. Serova T.S., Chainikova G.R. Functions of the educational terminological dictionary as a means of forming a foreign language speech lexical competence // Language and culture. 2015. No. 1 (29). P. 139-145.
13. Leichik V.M. Terminology: subject, methods, structure. - M.: Book House "Librikom", 2012. 264 p.
14. Golovin B.N. The role of terminology in scientific and educational communication // Term and word. Interuniversity. Gorky: ed. GSU them. N.I. Lobachevsky, 1979. P. 14-25.





15. Akishina A.A., Kagan O.E. Learning to teach. For an RFL teacher. - M.: Russian language. Courses. - 2008.256 p.
16. Belyaev B.V. Essays on the psychology of teaching foreign languages: a guide for teachers and students. - M.: Education, 1965. 227 p.
17. Bakirova H.B. Teaching foreign language terminology at non-language universities. International journal of discourse on innovation. Integration and education. Volume: 01 Issue: 01. 2020
<http://summusjournals.uz/index.php/ijdiie>
18. Bakirova H.B. Formation of terminological competence in ESP education. Novateur publications. Journal NX- A Multidisciplinary Peer Reviewed Journal, ISSN No: 2581 – 4230 VOLUME 6, ISSUE 11, India.-2020. P 63.

