

TERMINOLOGICAL COMPETENCE AS THE BASIS OF PROFESSIONAL READINESS OF A FUTURE SPECIALIST

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Annotation: *This article discusses the formation of terminological competence in foreign language teaching. Along with teaching foreign languages to a specialist, it is important to form the ability to critically understand and use terms that appear in technical speech expressed with a new interpretation in their professional activity. These issues are one of the important criteria for the formation of terminological competence analyzed in the article.*

Key words: *terminology in the specialty, terminological competence, technical discourse, terminological utterance, terminological system of the language.*

Аннотация: *В данной статье рассматривается формирование терминологической компетенции при обучении иностранному языку. Наряду с обучением специалиста иностранным языкам важно формировать в своей профессиональной деятельности умение критически понимать и использовать термины, появляющиеся в технической речи, выраженные в новой интерпретации. Эти вопросы являются одним из важных критериев формирования терминологической компетентности, анализируемой в статье.*

Ключевые слова: *терминология по специальности, терминологическая компетентность, технический дискурс, терминологическое высказывание, терминологическая система языка.*

Annotatsiya: *Mazkur maqolada chet tilni o‘qitishda terminologik kompetentsiyani shakllantirish masalasi muhokama qilinadi. Mutaxassisga chet tillarni o‘qitish bilan birgalikda, kasbiy faoliyatida yangi talqin bilan ifodalanuvchi texnik nutqda paydo bo‘ladigan terminlarni va ularni tanqidiy tushunish va ishlatish qobiliyatini ham shakllantirish muhimdir. Mazkur masalalar maqolada tahlil etiladigan terminologik kompetentsiyani shakllantirishning muhim mezonlaridan biri hisoblanadi.*

Kalit so‘zlar: *mutaxassislik bo‘yicha terminologiya, terminologik kompetentsiya, texnik nutq, terminologik bayon, tilning terminologik tizimi.*

INTRODUCTION

Interest in the study of the language of science, in particular terminology as a lexical layer and a certain functional and stylistic unity, is constantly growing, which is due to an unprecedented surge in terminology. New terms, especially in the field of humanitarian knowledge, become signs of the formation of a new type of scientific vision of the world, the formation of a new paradigm, the transformation of ideological attitudes, diffusion and integration of methodologies of different

industries [6, p.47]. It should be noted that terminology, constituting the main layer of the modern language of science, is the subject of research in many works of linguistic, logical and cognitive content. The gradual and at the same time surprisingly fruitful introduction into linguistics of the cognitive approach to the study of linguistic phenomena, and with it the approval of the concept and the term concept, made it possible to move to a new stage in comprehending the methods and features of the interaction of language, consciousness and culture. This is another possible direction in the development of cognitive terminological research: the very linguistic form of terminological utterance, considered through the prism of the underlying cognitive structures, can be interpreted as a reflection of the connection between thinking – operating with constructs of knowledge and the way of its linguistic expression. Analysis of any terminological system involves the use of a systematic approach containing linguistic, extra linguistic, logical and professional-communicative approaches.

In this regard, this article analyzes the formation of terminological competence on the basis of terminological vocabulary, which is a set of special names for such a field of science as energy, i.e. functioning in the field of professional communication.

The terms are of great scientific importance, since the exact knowledge of this or that phenomenon of nature or society requires the same exact knowledge of its name – the term. It is not surprising that the problem of studying the functioning of terms is becoming the subject of active discussions among scientists. As R.A. Budagov rightly notes: “If you do not deliberately deal with terms, scientists will eventually cease to understand each other” [3, p.245]. Therefore, it is necessary to formulate an interdisciplinary task of intensifying research on the development and standardization of terms.

With the introduction of the competence (activity) approach, the education system is undergoing significant changes. According to this approach, modern students are considered “as “subjects of social activity”. That is, as members of society, solving problems in certain conditions, in a certain situation and in a certain field of activity.... In the framework of the activity approach, the solution of a problem is understood as actions performed by one person or a group of people, each of which strategically uses its specific competencies to achieve a certain result” [1, p.8].

As we know, competence is understood as "a set of knowledge, skills, abilities formed in the process of teaching a particular discipline, as well as the ability to perform any activity based on the acquired knowledge, skills, and abilities."

A certain composition of competencies is competence that is, "the properties, qualities of an individual that determine his ability to perform activities on the basis of acquired knowledge and formed skills and abilities" [1, p. 107]. Competence is "an integrative personal resource that ensures successful performance through learned effective strategies" [5, p. fourteen].

One of the competencies necessary for professional activity can be considered terminological competence, which is understood as "the ability and willingness of a specialist to correctly apply terminology when solving professional problems, using

the minimum amount of personal, material, time and other resources" [2, p. five]. This competence, in our opinion, is seen as one of the key in vocational education, since the implementation of professional activity seems impossible without knowledge of the terminology in a special field.

The beginning of the process of forming terminological competence can be laid in students already in school years, thus preparing school graduates for study in higher educational institutions and the further formation and development of competencies. It is known that a school graduate must have a number of competencies, namely, key competencies related to the general (meta-subject) content of education, general subject competencies related to a certain range of academic subjects and educational areas, and subject competencies specific to the two previous levels. competencies that have a specific description and the possibility of forming within the framework of academic subjects.

The formation of competence and its constituent competencies can be checked in various ways. For example, the formation of key competencies can be determined using a three-level model, which reflects the levels of competencies and methods of activity of students: low (compulsory) level, intermediate (level of opportunities) and advanced (creative). For an objective assessment of the level of formation of terminological competence, the specificity of which is manifested in the unity of three components - subject-cognitive, intellectually – reflective and communicative-linguistic - three levels are proposed: low, medium and high, reflecting the features of their manifestation in professional activity [2, p.5].

CONCLUSION

There is an opinion that “the state of terminology reflects the degree of development of science”, and “the terms of each branch of science form their own systems, determined, first of all, by the conceptual connections of professional knowledge in an effort to express these connections by linguistic means” [4, p.8]. Based on this, terminology in the broad sense of the word is perceived by us as part of the vocabulary of the language, covering the special vocabulary used in the field of professional activities of people.

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