

THE CONTENT OF TERMINOLOGICAL COMPETENCE AND THE LEVELS OF ITS MASTERY

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Abstract. The article examines the specifics of teaching the Kyrgyz language as a second language in the context of modern terminological educational standards. The issue of teaching professional terminology to students of an aviation institute is explored, the basic concepts related to the lexical side of teaching Kyrgyz as a second language are revealed. The content of terminological competence and levels of its mastery are considered. Attention is paid to lexical skills in the context of interdisciplinary connections as a structural component of foreign language lexical competence, and a definition of the concept “terminological competence” is given. By mastering the basic system of terms of his specialty, the student develops aviation terminological competence in the Kyrgyz language.

The purpose of this article is to reveal the scientific basis for the selection of the formation of terminological competence when teaching Kyrgyz as a second language to students of aviation specialties and to describe the levels of their mastery at different levels of educational and professional education.

Results and its discussion. The introduction of special terminology into the content of the “Kyrgyz language” discipline for aviation specialties is for informational purposes and does not imply an in-depth analysis of the content specifics and structural organization. The listed reasons determined the fixation of the average level of manifestation of the subject-cognitive component among students in the process of learning Kyrgyz as a second language.

Conclusion. For all types of professional training and at all levels of education, the subject-cognitive component in the development of terminological competence is of greatest importance, which is, from our point of view, a consequence of established traditions in domestic professional education.



Keywords: Terminological competence, lexical skills, interdisciplinary connections, language competence, teaching a second language, term, language, communication.

The formation of terminological competence among students of aviation specialties when teaching the Kyrgyz language as a second language is an important task in the educational process at the Kyrgyz Aviation Institute named after I. Abdraimov. Considering the specifics of the aviation industry, where an accurate and unambiguous understanding of terms plays a key role, it is necessary to develop effective methods and approaches to the formation of terminological competence of students.

One of the primary tasks is to identify the basic terms that will be studied in this course. These may include terms related to aviation technology, flight safety, navigation, meteorology, and other aspects of aviation. Defining these terms and explaining them to students is the first step in developing their terminological competence. Next, it is necessary to develop special educational materials aimed at studying terminology in the context of aviation.

These materials may include terminology dictionaries, textbooks, audio recordings of

pronunciation of terms, as well as practical exercises and assignments to consolidate acquired knowledge. It is important that the materials are accessible and understandable to students, and also take into account their level of preparation and the characteristics of teaching Kyrgyz as a second language. In addition, the course focuses on developing skills in listening and reading specialized texts in the Kyrgyz language, which contributes to a deeper understanding of terminology and its successful application in future professional activities.

Students get the opportunity to be immersed in a professional environment, where they master the specific vocabulary and terminology necessary for successful work in the aviation field. An important part of learning is the practical application of terms, for example when performing communication tasks, writing technical documentation or giving professional presentations. An important aspect in the formation of students' terminological competence is the practical application of the studied terminology. To do this, you can conduct special training situations that simulate real situations from aviation practice. For example, students may participate in a flight simulation where they are required to use the terminology they have learned to interact with other team members and complete tasks. This approach will help students use terms more confidently and effectively in real-life situations.

In addition, it is important to create motivation among students to study terminology. This can be done by demonstrating the practical relevance of the terms and their application in professional activities. It is also worth considering that the aviation industry is constantly evolving, and students should be given access to up-to-date information and new terms that may appear in the future.

In accordance with the standards of the Ministry of Education of the Kyrgyz Republic, bachelor's training in the Kyrgyz language includes training in all types of speech activity, since speech activity itself is part of professional or scientific activity. When preparing aviation specialties, special attention is paid to the content of the subject

“Kyrgyz language”. A distinctive feature of teaching the Kyrgyz language as the second language of aviation specialties is its professional orientation, reflected in the educational goal and content of training, the relationship with technical disciplines to obtain additional professional knowledge. Teachers of the Department of Humanitarian Languages of the Kyrgyz Aviation Institute named after I. Abdraimov solve one common problem - to organize the student's educational activities in such a way as to provide the greatest motivation for learning, in which speech activity acts as a means of solving the educational and professional tasks of the future aviation specialist.

An analysis of the existing conditions for teaching Kyrgyz as a second language explains the relevance of solving the problem of terminological competence of aviation students and the need to find promising ways of its formation. The great need in society for specialists who are able to carry out professional communication in a foreign language environment, the formation and acquisition of pedagogical experience in an educational institution in preparing future specialists for professional mobility served as the basis for turning to this research topic.

In modern society, the demand for teaching foreign languages for aviation students at all levels (bachelor's, master's, postgraduate) is actively growing, which requires the development and implementation of new teaching methods and the development of professional competence of future specialists. In this regard, mastery of professional terminology comes first, which involves the use of a foreign language for professional communication in any field of activity [1; 4; 5].

It should be noted that the transition from a general education model to a competency-based model determined a gradual shift in methods of assimilation of educational information towards an understanding of the high significance of professional foreign language terminology and its effective use in various communicative situations [3].

Accordingly, the development of terminological competence of students in the process of learning the Kyrgyz language for

professional purposes is of particular relevance. In this context, terminological competence should be considered as a certain level of proficiency in professional terminology in a certain field of activity for the purpose of gaining experience and sharing it. The problem of various aspects of a specialist's terminological competence and its development has been considered by different authors. It is advisable to note that terminological competence can be presented from different positions. N.V. Bordovskaya and E.A. Koshkina consider this competence as the ability and willingness of a specialist to adequately apply terminology when solving professional problems [2], which involves a communicative-cognitive approach to learning based on the acquisition and application of terminological vocabulary.

L.M. Alekseeva, S.L. Mishlanova consider terminological competence from the point of view of reflecting the professional culture of a specialist who knows special terminology and various aspects of scientific information [1]. According to Zh.E. Ermolaeva, this is the highest level of a specialist's terminological potential, formed on the basis of personal and professional qualities, as well as external conditions, including under the influence of organizational and pedagogical learning conditions [5].

Based on these concepts, the conceptual field of a specialist's terminological competence should be considered:

- according to N.V. Butylov, as an independent type of competence, reflecting the social need for educational training [10];
- from the position of V. Lukyanenko, S. Vadaski as a structural component of information and communication competence, since mastery of terminology acts as a condition for the success and quality of professional communication [11];
- from the point of view of Zh.E. Ermolaeva, as a structural component of professional competence as a whole, which includes informational, communicative-practical and reflexive components [11].

Special attention should be paid to the structure of terminological competence. According to E.S. Orlova, the basis of

terminological competence should be considered the cognitive component, since any term relates to the field of specialized knowledge, accordingly, the use of terminology in a particular communicative situation allows you to combine the theoretical and practical components [12]. In addition, this concept is considered in the works of the authors as part of communicative and information competencies, which allows us to highlight the communicative and information components.

Special attention is paid to the issues of the content of terminological competence in the works of Zh.V. Krasnobaeva-Chernaya [6], I.N. Rozina [8]. The analysis made it possible to expediently solve two problems: firstly, to determine the levels and indicators of development of each component of terminological competence, and secondly, to propose methods for their development. Based on the study, the levels of development of terminological competence and the content of each of them were determined (Table 1). A low (but, of course, the most important) level of mastery of terminological competence involves training in professional communication based on linguistic, cognitive and communicative competencies. The content of this stage is formed taking into account the fact that the student is not yet accustomed to discretion and understanding of special meanings expressed in terms. Training includes knowledge of the features of the term, the basics of term formation and the construction of definitions. The main units of learning at this stage are terms (terminology, or “verbal network”, according to Yu.N. Karaulov) [7] and the relationships between them, studied on the basis of definitions. At the lowest level, the foundations for systematizing terminology are laid based on the study of specific industry terminologies, and skills in working with terminological dictionaries (thesaurus, translation) are formed. At this stage, the student works mainly with the semantics of the sentence, including various types of terminological nominations.

Table 1

Levels and indicators of development of components of terminological competence

TERMINOLOGICAL COMPETENCE				
Levels of mastery of competence	Language component	Cognitive component	Communicative component	Methods
1. Low (object)	Correlation of a special object and a term, description of the semantics of terms	Opens up ways of knowing special objects	Provides understanding of special objects	Semantic dimension; Terminology; Definitional
	Industry analysis of terms (terminal systems)	Allows you to realize the integrity of a cognizable object or phenomenon, creates the basis for categorization	Contributes to the systematic orientation of the text, allows the formation of new specialized knowledge	Lexicographic description Definitional Standardization and unification of terms
2. High (cognitive)	Consideration of a term as a linguistic unit representing special knowledge	Masters new systems of mental action, carries out conceptualization	Ensures the speed of transfer of special information, forms the structure of the concept, ensures the interaction of concepts	Cognitive analysis, modeling
	Studying the methods and types of representation of terms in the text	Creates the possibility of knowledge and a variety of forms of its expression	Creates the basis of a language for describing special knowledge	Cognitive analysis Modeling, training in text production
3. Highest (practices)	Term as a unit included in professional activity	Creates the opportunity to verbalize professional activity, creates conditions for scientific activity	Creates conditions for the development of professional personality	Modeling Design

The lowest level of mastery of terminological competence involves the student working under the supervision of a teacher on mastering the algorithms of terminological knowledge and terminological activity. As a result of mastering

terminological competence at the lowest stage, the student demonstrates knowledge and ability to identify special types of nomination, readiness to receive terms, and demonstrates mastery of terminology according to the profile of special knowledge.

A high level of mastery of terminological competence presupposes the development of the ability to use terminology as a means of representing professional knowledge. Training at this stage includes familiarization with a variety of forms of expressing professional knowledge, as well as the formation of skills to express special knowledge depending on the type of activity. This is carried out using methods such as cognitive text analysis, modeling of professional knowledge, laws of generation of special text.

At this level, the individualization of the terminological personality is carried out due to the conceptualization of special knowledge, the choice of forms of its representation, evaluation and method of drawing conclusions. The result of mastering terminological competence at this level is the readiness to give definitions to the terms used and their possible modifications, the readiness to find, understand and process special knowledge in texts, the ability to argue and prove one's point of view on a special concept, the ability to generalize the acquired special knowledge using a special language.

The highest level of formation of terminological competence is focused on

reflective activity and presupposes knowledge of the basics of terminological personality, the ability to work independently in accordance with the needs of professional activity, as well as the acquisition of skills in creating an independent product of terminological activity in the form of text. At this stage, the communicative needs of a linguistic personality are formed, correlated with the need to develop special knowledge, the need for proof, the desire to exchange information, etc. [7, p. 60-62]. At the highest level (the level of practice), the student is ready to use the metalanguage of the specialty and easily formulates his own thoughts.

Thus, the course on the formation of terminological competence of aviation students when teaching the Kyrgyz language plays an important role in the training of specialists, providing them not only with language knowledge, but also with the special terminology necessary for hard work in the aviation industry.

In conclusion, the formation of terminological competence of aviation students when teaching the Kyrgyz language as a second language requires a systematic and targeted approach. Definition of basic terms, development of special educational materials, practical application of the studied terminology and creation of motivation for study - all these measures will help students effectively master the terminology and successfully apply it in their future professional activities.

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СОДЕРЖАНИЕ ТЕРМИНОЛОГИЧЕСКОЙ КОМПЕТЕНЦИИ И УРОВНИ ЕЕ ОВЛАДЕНИЯ

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Аннотация. В статье рассматривается специфика обучения кыргызскому языку как второму языку в контексте современных терминологических образовательных стандартов. Исследуется вопрос обучения профессиональной терминологии студентов авиационного института, раскрываются основные понятия, относящиеся к лексической стороне обучения кыргызскому языку как второму. Рассматриваются содержание терминологической компетенции и уровни её овладения. Уделяется внимание лексическим навыкам в контексте междисциплинарных связей как структурному компоненту иноязычной лексической компетенции, дается определение понятия «терминологическая компетенция». Осваивая базовую систему терминов своей специальности, студент формирует авиационную терминологическую компетенцию по кыргызскому языку.

Цель исследования – раскрыть научные основы отбора формирования терминологической компетенции при обучении кыргызскому языку как второму студентов авиационных специальностей и описать уровни их овладения на разных уровнях образовательно-профессионального образования.

Результаты и их обсуждение. Введение специальной терминологии в содержание дисциплины «Кыргызский язык» для авиационных специальностей носит ознакомительный характер и не предполагает глубокого анализа содержательной специфики и структурной организации. Перечисленные причины обусловили фиксацию среднего уровня проявления предметно-познавательного компонента у студентов в процессе обучения кыргызскому языку как второму

Заключение. Для всех видов профессиональной подготовки и на всех уровнях образования большое значение имеет предметно-познавательный компонент в развитии терминологической компетентности, что является следствием сложившихся традиций как в отечественном, так и в мировом образовательно-профессиональном пространстве.



Ключевые слова: Терминологическая компетенция, лексические навыки, междисциплинарные связи, языковая компетенция, обучение языку как второму, термин, язык, коммуникация.



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