

Fachkompetenz als sprachliches Konzept

Yokubova Indira Rustam Kizi,

Lehrer der Abteilung „Sprachenlernen“ an der Universität für öffentliche Sicherheit der Republik Usbekistan

Anmerkung. Der Artikel untersucht die Fachkompetenz unter dem Aspekt der Linguodidaktik. Begriffe wie «Kompetenz» und «Berufskompetenz» werden analysiert. Auch die Probleme der Verbesserung der fachlichen Kompetenz beim Unterricht der russischen Sprache, die spezifische Merkmale aufweist und untrennbar mit der beruflichen Tätigkeit des zukünftigen Offiziers zusammenhängt, werden hervorgehoben.

Schlüsselwörter: Kompetenz, Fachkompetenz, Russische Sprache, Professionalisierung der Ausbildung, Fachsprache.

Professional competence as a linguodidactic concept

Yokubova Indira Rustam kizi,

Teacher of the Department of “Language Learning” at the University of Public Safety Republic of Uzbekistan

Abstract. The article explores professional competence in the aspect of linguodidactics. Such concepts as «competence» and «professional competence» are analyzed. The problems of improving professional competence in the process of teaching the Russian language, which has specific features and inextricably interacts with the professional activities of the future officer, are also highlighted.

Keywords: competence, professional competence, Russian language, professionalization of training, language of specialty.

Introduction. Modernization of education in higher military educational institutions of the Republic of Uzbekistan takes into account the fundamental updating of the content and structure of military vocational education. Its goal is to train a highly qualified specialist of the appropriate level and profile, a competitive officer who speaks Russian fluently, is able to work effectively at the level of world standards, ready for professional growth, social and professional mobility. The main indicator of the qualification level of a future officer of higher military educational institutions of the Republic of Uzbekistan is his professional competence. The specifics of the professional activity of a serviceman requiring responsibility, the use of information and communication technologies, the operation of new weapons and equipment, the use of modern forms and methods of warfare impose special

requirements on the professional competence of military personnel and necessitate the improvement of the existing system of their training.

The need for military personnel who speak Russian is one of the prevailing realities of modern society. Currently, the Russian language is a means of communication, obtaining and accumulating information. The level of proficiency of the future officer in the Russian language is determined by the practice of communication, when reading literature in the specialty, when exchanging written and oral information, such as articles and annotations to them, abstracts for international conferences, when speaking at international conferences, symposiums. In modern conditions of service, an officer has to use the Russian language, independently obtain the necessary information, use it. In this situation, it makes special sense to improve the quality of language training of a future officer with a focus on its practical implementation in everyday professional activities, in the army service. And also in the process of joint exercises with servicemen of the Russian Federation and CIS countries, they require the military to be able to exchange experience with representatives of other cultures, thereby ensuring the readiness of an officer in the conditions of globalization [1].

We consider it necessary to begin consideration of the central concepts of our research by referring to the analysis of the concepts of “competence” and “professional competence” in the aspect of linguodidactics and military education.

At the end of the XX century, a special direction was born – the competence approach in education. Concepts such as “competence” and “competence” are introduced into use, thereby there are prerequisites for the differentiation of these concepts, although in English these two terms are conveyed in one word - competence. For the first time the term «competence» was introduced into scientific circulation in V.Makelvil in 1982. V.Makelvil believes that a person's presence of a particular competence can be determined by observing his behavior (or by describing his behavior in a particular situation). The possession of competencies that are important for this position (or the company as a whole) is an indispensable condition

for successful work. Often, a set of competencies is identified with the concept of “skills”, which is widespread in the system of Western personnel management [2].

In the “New Dictionary of Methodological Terms and Concepts” by A.G.Asimov and A.N. Shchukin, competence (from Lat. *competens* - capable) is a set of knowledge, skills, abilities formed in the process of learning a particular discipline, as well as the ability to perform any activity based on acquired knowledge, skills, abilities. In the works of A.N. Shchukin, competence is understood as “a complex of knowledge, skills, and abilities acquired by a person, including in the process of learning a language, and constituting a meaningful component of his activity.” V.A.Bolotov and V.V.Serikov understand competence as “a set of specific professional or functional characteristics”. In her research, S.N.Tatarnishcheva points out that competence is a derivative of competence and is a certain sphere of application of knowledge, skills, abilities and qualities that together help a person to act in various social and professional situations [3].

Currently, scientists differentiate such concepts as “competency” and “competence”. For example, A.C. Belkin means by “competence” the totality of what a person has, and by “competency” - the totality of what he owns. From a professional and pedagogical point of view, he defines “competency as a set of professional, personal qualities of a person that ensure the effective implementation of competencies”, emphasizing that the main word is “effective”, because the very possession of competencies does not guarantee their successful implementation. In the explanatory dictionary of D.I. Ushakov's “competency” is awareness, authority, and “competence” is a range of issues, phenomena in which this person has authority, knowledge, experience, terms of authority, i.e., competency is understood as certain personal characteristics, and competence is a set of specific professional or functional characteristics. I.Y. Zimnaya, considers competency and competence as mutually subordinate components of the activity of the subject. Competence as a potential activity, readiness and desire for a certain type of activity. Competency is an integral quality of personality - it is a competence successfully implemented in the activity. In 10.5281/zenodo.5594559

the research work of N.D. Kuchugurova, two basic concepts are distinguished in the structure of the competence approach: “competency” and “competence”. Competency is awareness, authority in any field. An indicator of a specialist's professional skill is his competence in the field of practice where he works. The concept of “competence” has a more specific meaning and indicates the quality of a person that allows him to demonstrate his competency in practice.

We can agree with the definition of I.A. Zimnaya, who states that the terms “competence” and “competency” “are close, but not identical in meaning concepts”, i.e. in pedagogical science, competence denotes a structural unit of the process of competency formation, and competency is the result.

The problem of professional competence and its development have been studied in various directions in scientific works by many researchers. In particular, N.B.Lavrentieva understands professional competence as a set of professional properties or abilities when fulfilling professional and job requirements. V.I.Baydenko defines professional competence as "readiness and ability to act appropriately in accordance with the requirements of the case, methodically organized and independently solve tasks and problems, as well as independently evaluate the results of their activities. These are subject-related skills - relevant techniques inherent in various subject areas." According to Khairutdinova P.P., professional competence is a set of knowledge, skills, experience, abilities sufficient to carry out professional activities. Successful training of cadets of a military higher educational institution to carry out professional activities, a high level of proficiency in professional competencies depend on the level of assimilation of knowledge in general, rules, techniques and methods, as well as on the ability of future officers to implement them initially in training and production practice, and then in the process of independent professional activity.

Foreign scientists have tried to describe the process of improving professional competence in higher military educational institutions. For example, A.Y.Korovkin was the first to work on the issues of the formation of professional competence of

cadets of higher military educational institutions of the Russian Federation. Under the formation of professional competence of students of educational institutions of the Ministry of Internal Affairs of Russia, A.Y.Korovkin defines a purposeful pedagogical process of developing abilities for effective use in professional activities.

The issues of improving the professional competence of cadets of higher military educational institutions were also studied in a number of other dissertation studies by foreign scientists. For example, O.V.Evtikhov's monograph "Formation of professional competence of cadets in the educational environment of a law enforcement university" states that in order to form the professional competence of cadets in the educational environment of a law enforcement university, it is necessary to consider the features of the formation of professional competence in modern universities, which is directly related to the problem of introducing a competence approach into the system of higher professional education and requires its separate analysis. I.F.Golovanova in his work "Formation of professional competence of cadets of a military university on the basis of educational design in the process of teaching a foreign language" highlights the problems of formation of professional competence of cadets of a military university on the basis of educational design in the framework of learning foreign languages. A.F.Arslanov worked out the problem of integration of professional training as a means of forming professional competence of cadets of educational institutions of the Ministry of Internal Affairs of Russia. L.Y.Krivtsov developed pedagogical bases for the formation of professional competence of cadets of military engineering schools. A.P.Komarov dealt with the problem of the formation of professional competence of cadets of higher military educational institutions on the basis of modular training, etc.

Scientists of Uzbekistan also worked out issues of improving the professional competence of cadets of higher military educational institutions in a number of dissertation studies. In particular, in the work of Z.Sh. Alimardonov "Improving the professional competence of future officers in higher military educational institutions" defines a system of general professional competencies and focused on the field of 10.5281/zenodo.5594559

future officers, based on modern requirements concerning the stages of military professional training and disclosure of the content of elements of intellectual, volitional and emotional qualities. He believes that a competent officer is a professional person embodying high military, professional knowledge, possessing high intellectual potential, having passed perfect physical training, ideologically formed, able to purposefully use modern military equipment and weapons, loyal to his people and the President, constantly ready to defend the honor and dignity of his Homeland, fully aware of whom and for what he serves. H.A.Mamatkulov in his work “Improving information and methodological support for the development of professional competence of teachers in foreign languages” has developed information and methodological support aimed at the development of professional competence through the organization of independent education and the acquisition of English by teachers whose specialty is not a foreign language.

It should be noted that in the analyzed works, the problem of improving the professional competence of cadets was developed within the framework of the educational process. A comprehensive analysis of all components of the educational environment that contribute to the improvement of the professional competence of cadets of higher military educational institutions of the Republic of Uzbekistan has not been carried out, which requires further study.

Global changes in the world community and integration processes that are taking place in various spheres of politics, economy and culture need highly qualified military personnel who possess professionally oriented vocabulary. The specifics of teaching the Russian language play a significant role in this, taking into account the direction of training cadets of higher military educational institutions of the Republic of Uzbekistan, in particular, its goals, objectives and content. To do this, we will analyze the development of this scientific and methodological direction in the foreign methodology of teaching Russian as a non-native language.

The problem of professionalization of education has always been relevant, since “education in higher educational institutions cannot be but professionally
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oriented.” Higher education itself was considered as preparation for scientific work, then as training in a specific profession, then as mastering the knowledge necessary for independent mastery of professional skills.

Russian Russian language in addition to the well-established system of professionally oriented teaching of the Russian language as a means of obtaining a specialty, at this time, a second system of professionally oriented teaching of the Russian language began to form in teaching practice - as a means of business communication. The communicative content of the training in this case is the official business style, oral business speech and everyday business speech.

Changing needs could not but affect the development of methodological science, the creation of textbooks of a new generation, the development of intensive methods, the introduction of modern technologies into the educational process. Linguodidactics quickly responded to a new social order: higher requirements began to be imposed on the methods and forms of teaching the specialty language and the scientific style of speech, the tendency to distinguish the concepts of “scientific style of speech”, “specialty language” and “language for special purposes” was clearly outlined. The task of linguodidactics was to describe the informational and lexical-grammatical minimum of a particular sublanguage of the specialty, to express it through a selected minimum of speech models, to form speech skills and abilities on this material. In recent years, in the theory and practice of professionally oriented teaching of a foreign language and Russian as a foreign language, much attention has been paid to issues related to its use as a communication tool in the dialogue of cultures and civilizations of the modern world. And the professional field of cadets of higher military educational institutions differs significantly from other areas in that the Russian language here is a true tool of professional, interethnic and intercultural communication. In proof of this, the following factors can be cited, indicating the need to study it:

the need to read special literature in the original;

the need to study the terminological apparatus;

joint exercises with military personnel of the Russian Federation and Russian-speaking countries;

professional development, internships in the Russian Federation, as well as in countries where Russian is the language of international communication;

speaking at international conferences, symposiums;

Taking as a basis the above factors indicating the relevance of learning Russian for cadets of higher military educational institutions, we will display the relationship between the needs of the industry (types of professional activity) and the abilities necessary for specialists to successfully implement their professional activities. (Table 1) The need determines the list of abilities required by future officers. In turn, abilities determine the criteria for their formation, which correspond to the criteria for evaluating the expected result of activity, and the pedagogical conditions for their development. Based on the identified positions, we will compile a matrix of the ratio of needs; abilities (competencies) of cadets and the content of teaching the Russian language, on the basis of which their formation will be possible.

Professional activity needs	Required skills
Reading of special literature in the original	Ability to collect and analyze scientific and technical information, summarize foreign
Studying the terminological apparatus;	Experience in the professional field, analyze literature; ability to use the Russian language as a means of business and professional communication
Professional development, internships in the Russian Federation, as well as in countries where Russian is the language of	Ability to work effectively individually and as a team member, including on

international communication	interdisciplinary projects
Joint exercises with military personnel of the Russian Federation and Russian-speaking countries	The ability and readiness of a serviceman to self-study and master new knowledge and skills, continuous professional growth and self-improvement throughout the entire period of professional activity
professional development, internships in the Russian Federation, as well as in countries where Russian is the language of international communication.	The officer's willingness to competently conduct a dialogue with representatives of other cultures
Speaking at international conferences and symposiums.	To perceive information, to be able to convey thoughts correctly.

Table No. 1. The relationship between the needs of cadets of Higher Military Educational Institutions in the use of the Russian language and the abilities of cadets necessary for this

The types of tasks that involve modeling situations of real professional communication can contribute to the improvement of these abilities. These tasks include:

project work (group or individual);

case study analysis, which implies an independent search for a solution or analysis of a problem situation with a professional orientation;

writing articles, theses on the research topic;

search for information and develop a presentation on a given event format (seminar, conference, round table, execution of current reports on projects and other types of work);

presentation of the results of research work or research search;

test tasks for authentic materials (printed texts, audio and video materials, samples of business correspondence, etc.).

Maximum efficiency in modeling situations of business and professional communication can be achieved by using information and communication technologies as teaching tools and means of organizing training. In this case, the combination of professional knowledge and skills of cadets with the implementation of linguistic skills and communication skills will contribute to both increasing the motivation of cadets to learn the Russian language and the strength of the acquired knowledge. This approach allows us to provide for the interdisciplinary nature of training, the variability of organizational forms, concentration on the content of tasks, and not on the method and form of their implementation, i.e. in the process of training, cadets use the Russian language as a means of expressing content, information and communication technologies as a means of expressing form, which corresponds to the model of their professional activity.

Thus, in linguodidactics, the question of the relationship between the concepts of “competency” and “competence” remains relevant. Some authors believe that these words are synonyms denoting the effectiveness of the knowledge system. Other authors separate these concepts on different grounds. We can agree with I. Zimmaya's definition that competency and competence are “concepts that are close, but do not coincide in their meaning,” i.e. in pedagogical science, competence is a potential activity, readiness and desire for a certain type of activity. Competence is an integral quality of personality - it is a competency successfully implemented in the activity.

We consider it an important part of the professional training of cadets to improve their professional competence in the process of teaching the Russian language, which has specific features and inextricably interacts with the professional activities of the future officer.

When organizing the process of improving professional competence in the professional activity of future officers, it is necessary to apply in the educational process the unity of methodological approaches that contribute to the creation of

optimal conditions for improving professional competence. It is well known that the approach to learning is the implementation in practice of the leading idea of learning in the form of a specific strategy or model.

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