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ЛИНГВОМАДАНИЙ КОМПЕТЕНЦИЯ ВА КОМПЕТЕНТЛИЛИК: ТЕРМИНЛАРНИНГ МЕТОДИК ЛУГАТЛАРДАГИ ТАЪРИФИ

Аннотация

Терминология икки маънога эга: 1. Бу ҳар қандай фан соҳасидаги тушунчалар ва уларнинг белгиларини (атамалар, номлар, белгилар) ырганишни тартибга солувчи тамойиллар ва усуллар, шунингдек тегишли маълумотларни тыплаш, қайта ишлаш ва бошқариш вазифалари билан боглиқ бўлган интизом ва 2. маълум бир фан соҳасининг махсус тилига тегишли атамалар тўплами. Махсус тилларда тушунчалар ва уларнинг ифодаларини ўрғанаётганда, терминология фанлараро хисобланади, чунки у асосий воситалар ва тушунчаларни бир қатор фанлардан (масалан, мантик, онтология, тилшунослик, информатика ва бошқа аниқ соҳалардан) олади ва уларни ўз соҳасидаги хусусиятларни ёритиш учун мослаштиради. Терминологиянинг ўзаро боглиқлиги лугавий элементлар (тилшунослик) каби контсептуал элементлар (мантик, онтология, когнитив фанлар) ва илмий ва умумий тил контекстида алоқа воситаси сифатида терминологик бирликларнинг кўп киррали табиатидан келиб чиқади. Шунга кўра, терминология назариясини учта турли йўналишларга ажратиш мумкин: когнитив, лингвистик ва коммуникатив (Сагер: 1990). Терминология назариясининг лингвистик ўлчамини, асосан, атаманинг шаклланиши ва атаманинг шаклини белгилаб берадиган тил механизмларида топиш мумкин. Мазкур мақолада Америка ва Россия олимларининг тадқиқотларида компетенция ва компетентлилик терминларига берилган таърифлар таҳлиliga бағишланади. Шунингдек мазкур терминлар таҳлиliga турлича ёндашув масалалари ҳам кўриб чиқилган. Компетенция ва компетентлилик терминларга методик лугатда берилган таърифлар ҳам таҳлил қилинади. Лингвомаданий компетенция филологик таълим йўналишида ўзлаштирилиши муҳим бўлган жихат сифатида таърифланади.

Калит сўзлар: компетенция, компетентлилик, компетенциявий ёндашув, билим, кўникма, маҳорат.

ЛИНГВОКУЛЬТУРНАЯ КОМПЕТЕНЦИЯ И КОМПЕТЕНТНОСТЬ: ОТРАЖЕНИЕ ТЕРМИНОВ В МЕТОДИЧЕСКИХ СЛОВАРЯХ

Аннотация

Терминология имеет двойное значение: 1. Это дисциплина, связанная с принципами и методами, регулирующими изучение концепций и их обозначений (терминов, имен, символов) в любой предметной области, а также с задачей сбора, обработки и управления соответствующими данными. и 2. набор терминов, принадлежащих специальному языку отдельной предметной области. При изучении концепций и их представлений на специальных языках терминология является междисциплинарной, поскольку она заимствует свои основные инструменты и концепции из ряда дисциплин (например, логики, онтологии, лингвистики, информатики и других конкретных областей) и соответствующим образом адаптирует их чтобы охватить особенности в своей области. Междисциплинарность терминологии проистекает из многогранного характера терминологических единиц, таких как лингвистические элементы (лингвистика), как концептуальные элементы (логика, онтология, когнитивные науки) и как средства коммуникации как в научном, так и в родовом языковых контекстах. Соответственно, теория терминологии может быть идентифицирована как имеющая три разных измерения: когнитивное, лингвистическое и коммуникативное (Sager: 1990). Лингвистическое измерение теории терминологии может быть обнаружено главным образом в лингвистических механизмах, которые устанавливают образцы для формирования термина и формы термина. Статья посвящена исследованию терминов компетенция и компетентность в работах исследователей США, России; рассматриваются разные подходы к изучению терминов. Анализируется отражение компетенции и компетентности в методическом словаре. Лингвокультурная компетенция представляется как обязательное поле знаний в системе филологического образования.

Ключевые слова: компетенция, компетентность, компетентностный подход, знания, умения, навыки.

LINGUOCULTURAL COMPETENCE AND COMPETENCY: DENOTATION OF TERMS IN THE METHODOICAL DICTIONARY

Abstract

Terminology has a twofold meaning: 1. it is the discipline concerned with the principles and methods governing the study of concepts and their designations (terms, names, symbols) in any subject field, and the job of collecting, processing, and managing relevant data, and 2. the set of terms belonging to the special language of an individual

subject field. In its study of concepts and their representations in special languages, terminology is multidisciplinary, since it borrows its fundamental tools and concepts from a number of disciplines (e.g. logic, ontology, linguistics, information science and other specific fields) and adapts them appropriately in order to cover particularities in its own area. The interdisciplinarity of terminology results from the multifaceted character of terminological units, as linguistic items (linguistics), as conceptual elements (logic, ontology, cognitive sciences) and as vehicles of communication in both scientific and generic language contexts. Accordingly, the theory of terminology can be identified as having three different dimensions: the cognitive, the linguistic, and the communicative dimension (Sager: 1990). The linguistic dimension of the theory of terminology can be detected mainly in the linguistic mechanisms that set the patterns for term formation and term forms. This article deals with the research of terms competence and competency in works of American and Russian scholars. Different method of approaches of research terms are considered in the article. Competence and competency are analyzed in the methodical dictionary. Linguocultural competence is presented as required field of knowledge in the system of philological education.

Key words: competence, competency, competence building approach, knowledge, abilities, skills.

INTRODUCTION. The study of English in Uzbekistan in recent years has become actively gaining momentum not only among young people, but also among the older generation. This is due to the fact that English as the language of interethnic communication occupies the first lines among world languages; opens an opportunity to receive education abroad and to disseminate the gained experience in Uzbekistan; expands opportunities for exchange of experience with foreign partners, etc. For these and many other reasons, English is gaining popularity in the modern world.

The reasons for learning English can be both socially necessary and personally for each individual, i.e. for some, due to professional requirements, the ability to use foreign resources, etc. In this regard, emphasis is placed on the level of knowledge of the English language - the ability to conduct a dialogue in a foreign language; knowledge of the language with a dictionary, i.e. translate using a bilingual dictionary; proficiency in the language, ability not only to conduct communicative activities, but also to conduct professional activities in their specialty in a foreign language, etc.

MAIN BODY. Currently, business speech is full of terms of foreign origin (mainly from the English language). In the discourse of modern professional communication you can find such words as *a manager, presentation, communication, competence, specialist, and phrases business partner, competent specialist, competent teacher, competent leader, etc.* The most oftentimes in use from this list are *competency* and *competent*. These words define a person as a master, highly qualified specialist, i.e. a person with competence in his professional activities. This is due to the fact that in modern areas of professional activity, people highly value professionalism, skill and give preference to a competent specialist.

The word competence of English origin is "*competence*", which entered other languages and educational disciplines through a competency-based approach to learning, which is characterized by the formation of a foreign language communicative competence, i.e. ability to carry out foreign language interpersonal and intercultural communication with native speakers, involves real practical knowledge of a foreign language (Azimov, Schukin, 2011, p. 107).

A competency-based approach to learning involves the ability of an individual to perform cognitive and communicative functions, interpersonal

communication functions in a foreign language; knowledge of culture, traditions, customs of the people of the studied foreign language, i.e. implies linguistic and cultural knowledge of the individual in the studied foreign language.

Therefore, the term *competence* is used to denote professional personal qualities of a person. There is a problem in the definition of this term, since different definitions were put into this term in studies of the competencies of different countries. Research scientists from the United States associated competence with the basic characteristics of a person, which determine his outstanding success in certain activities. In most of Europe, competency is more often associated with abilities, personality traits and acquired knowledge. In the UK, the prevailing opinion is that competence should be defined as the conformity of the results of an individual's activity with established standards (See: Yarygin, 2010).

In the new dictionary of methodological terms by E.G. Azimov, A.N. Schukin competence is presented as a term that has become widespread in the literature on pedagogy and linguodidactics, which means the ability of an individual to carry out any activity on the basis of life experience and acquired knowledge, skills (Azimov, Schukin, 2009).

In the same dictionary, competence (from lat. *Competens* - capable) is presented as a combination of knowledge, skills, abilities, formed in the learning process of a discipline, as well as the ability to perform any activities based on acquired knowledge, skills, abilities (Azimov, Schukin, 2009).

Competence as a set of ZUN involves understanding and erudition in different areas of educational activity. The following types of competence can be distinguished: grammatical; discursive; communicative; compensatory; grammar; discursive; communicative; compensatory; lexical; linguistic; linguistic and regional studies; narrative; general; general humanitarian; general education; pragmatic; subject; professional; speech; social; sociocultural; sociolinguistic; regional geographic competence; strategic; technological; educational-cognitive; phonological; existential; linguistic (see: Azimov, Schukin, 2009).

Thus, competence and competency are not double terms. Competency is the skills acquired as a result of life experience, competence is the skills obtained from training.

Competence in the educational structure also takes place in teaching a foreign language. Teaching English for future philological specialists requires the following knowledge, skills:

- 1) the student must perceive non-native speech, express thoughts in the studied foreign language;
- 2) to translate from the language being studied into the native, from native into the studied;
- 3) to search for literature in English, its analysis, discussion at seminars;
- 4) write correctly and be able to correct errors in the text;
- 5) knowledge of a foreign language at all levels of the language: phonetics, morphemic, vocabulary, syntax,
- 6) know the history, culture and customs of the people that speak in this language.

All this is necessary in order to create a general and deep concept of the language being studied, so that the future specialist is a master in his professional activity and it is easy to use the knowledge gained in practice. It is very important for a student of the Faculty of Philology to develop linguistic and cultural competence, since culture is the basis for the mental and activity formation of the student, culture influences on his linguistic picture of the world and his perception. This necessitates the formation of competence on culture and linguoculturology.

V.A. Maslova defines cultural studies as a science that explores the comprehension and appreciation of knowledge about the world, humanity and its history,

works of art and many other areas of human activity, which defines it from the point of view of social and cultural being. Linguistics considers the principles that are displayed and fixed in the language in the form of mental models of the linguistic picture of the world. The subject of linguoculturology is the interaction of language and culture [See: Maslova, 2001].

V.V. Vorobiev "Linguoculturological competence" considers "knowledge as an ideal speaker - listening to the whole system of cultural values expressed in a language" (Vorobiev, 2008).

In the process of forming knowledge about culture, customs, history, students develop all types of speech activity, the language in which training is conducted is fully disclosed. The display of the language culture proceeds during the storage and study of a certain stock of information about the main linguistic units of linguoculturology. Such linguistic and cultural units should be accumulated and assimilated as knowledge needs to be consolidated, confirmed, repeated and updated (see: Khalupo, 2012,)

CONCLUSION. Thus, in the process of teaching a foreign language to students of the philological field, the submission of information about the language in general, about culture in particular, is mandatory, since language and culture are inextricably linked, the future specialist must know how to properly conduct a dialogue with an interlocutor from other countries, observe culture of communication, traditions.

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