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# IMPROVING THE METHODOLOGY OF TEACHING PROFESSIONAL TERMINOLOGY TO DEVELOP COMMUNICATIVE COMPETENCE OF FUTURE OFFICERS

**Annotation:** This article examines methodological approaches to teaching professional terminology in order to develop the communicative competence of future officers. Special attention is given to the role of field-specific vocabulary in professional communication within military and security contexts. The study analyzes theoretical foundations of terminology teaching, communicative language teaching principles, and pedagogical strategies for integrating professional vocabulary into language instruction. The findings emphasize that systematic instruction of specialized vocabulary contributes to the development of communicative skills, professional thinking, and effective interaction in operational environments.

**Key words:** professional terminology, communicative competence, future officers, language teaching methodology, military communication, vocabulary instruction, professional discourse.

**Annotatsiya:** Ushbu maqolada bo‘lajak ofitserlarning kommunikativ kompetensiyasini rivojlantirishda soha terminologiyasini o‘qitish metodikasini takomillashtirish masalalari ko‘rib chiqiladi. Tadqiqotda harbiy va xavfsizlik sohasidagi professional muloqot jarayonida terminologiyaning o‘rni tahlil qilinadi. Shuningdek, terminologiyani o‘qitishning nazariy asoslari, kommunikativ yondashuv tamoyillari hamda kasbiy lug‘atni til o‘qitish jarayoniga integratsiya qilishning pedagogik strategiyalari yoritiladi. Natijalar shuni ko‘rsatadiki, maxsus terminologiyani tizimli o‘qitish bo‘lajak ofitserlarning kommunikativ ko‘nikmalarini, kasbiy tafakkurini hamda amaliy faoliyatdagi samarali muloqotini rivojlantirishga xizmat qiladi.

**Kalit so‘zlar:** soha terminologiyasi, kommunikativ kompetensiya, bo‘lajak ofitserlar, til o‘qitish metodikasi, harbiy muloqot, kasbiy lug‘at, professional diskurs.

**Аннотация:** В данной статье рассматриваются методические аспекты обучения профессиональной терминологии с целью развития коммуникативной компетенции будущих офицеров. Особое внимание уделяется роли отраслевой лексики в профессиональной коммуникации в военной и правоохранительной сфере. Анализируются теоретические основы преподавания терминологии, принципы коммуникативного подхода и педагогические стратегии интеграции профессиональной лексики в процесс обучения языку. Результаты исследования показывают, что систематическое обучение специализированной терминологии способствует формированию коммуникативных навыков, профессионального мышления и эффективного взаимодействия в служебной деятельности.

**Ключевые слова:** профессиональная терминология, коммуникативная компетенция, будущие офицеры, методика преподавания языка, военная коммуникация, профессиональная лексика, профессиональный дискурс.

## 1. Introduction

In modern professional education, language competence plays a crucial role in preparing specialists capable of effective communication in their respective fields. This requirement is especially important for future officers, whose professional activities involve decision-making, coordination, and interaction within complex operational environments. In such contexts, communicative competence becomes an essential component of professional readiness.

Professional communication in military and security institutions requires the accurate use of field-specific terminology. Specialized vocabulary enables officers to convey instructions, exchange information, and coordinate actions efficiently. Without adequate mastery of professional terminology, communication may become ambiguous or ineffective, potentially leading to misunderstandings in critical situations.

From a pedagogical perspective, the development of communicative competence cannot be separated from vocabulary acquisition. In particular, the teaching of professional terminology should be systematically integrated into language instruction. Traditional vocabulary teaching methods often focus on general language use, whereas future officers require the ability to operate within a specialized professional discourse.

Therefore, improving the methodology of teaching professional terminology is an important task in modern language education. By incorporating communicative and contextual approaches, educators can facilitate the development of both linguistic and professional competence among future officers.

## 2. Literature Review and Theoretical Background

The concept of communicative competence has been widely discussed in linguistic and pedagogical research. D. Hymes introduced the term to describe the ability not only to produce grammatically correct sentences but also to use language appropriately in social and professional contexts. Later, M. Canale and M. Swain expanded this concept by identifying several components of communicative competence, including grammatical, sociolinguistic, discourse, and strategic competence.

In language teaching methodology, vocabulary acquisition is considered one of the fundamental elements of communicative competence. Scholars such as Nation and Schmitt emphasize that vocabulary knowledge includes not only the understanding of word meanings but also the ability to use words appropriately in specific contexts. In professional education, this includes the mastery of specialized terminology related to a particular field.

Terminology studies have also contributed to the understanding of professional language use. According to E. Wüster, terminology represents a system of specialized lexical units used within a particular domain of knowledge. These units reflect professional concepts and are essential for precise communication among specialists.

In military and security contexts, terminology plays a particularly important role because professional tasks often involve technical instructions, operational planning, and rapid information exchange. Researchers emphasize that professional language training should include authentic materials, scenario-based learning, and contextualized vocabulary practice.

Modern pedagogical approaches highlight the importance of integrating communicative methods into terminology teaching. Instead of memorizing isolated terms, students should learn how to apply professional vocabulary in realistic communicative situations. Such an approach contributes to the development of both linguistic competence and professional thinking.

## 3. Methodology

The present study employs qualitative and comparative methods to analyze the methodological principles of teaching professional terminology to future officers.

The research methodology includes several components:

First, a theoretical analysis of linguistic and pedagogical literature related to communicative competence, vocabulary acquisition, and terminology teaching was conducted. This analysis allowed the identification of key principles and approaches relevant to professional language instruction.

Second, examples of professional communication used in military and security contexts were examined. These materials included training manuals, instructional texts, and authentic communication scenarios that illustrate the use of specialized terminology.

Third, pedagogical methods for teaching professional vocabulary were analyzed. Particular attention was given to communicative activities such as role-playing, situational dialogues, problem-solving tasks, and case studies that simulate real-life professional interactions.

The study also considered the integration of multilingual materials, particularly English, Russian, and Uzbek terminology, since future officers often operate in multilingual communication environments.

## 4. Results

### 4.1 The Role of Professional Terminology in Communication

The analysis shows that professional terminology functions as a core component of specialized communication. In military contexts, terms often represent specific procedures, equipment, commands, or strategic concepts. Accurate usage of such terminology ensures clarity, precision, and efficiency in communication.

For future officers, mastering terminology also supports the development of professional identity and cognitive frameworks related to their field. Through terminology, learners internalize the conceptual structure of professional knowledge.

### 4.2 Methodological Principles of Terminology Teaching

Effective teaching of professional terminology should follow several methodological principles. First, terminology should be introduced within meaningful contexts rather than as isolated lexical items. Contextual learning allows students to understand both the semantic and functional aspects of specialized vocabulary.

Second, repetition and reinforcement through communicative practice are essential. Activities such as simulations, discussions, and collaborative tasks help learners actively use terminology in communication.

Third, visual and conceptual support tools, including diagrams, concept maps, and glossaries, can enhance students' understanding of complex professional terms.

### 4.3 Integration of Communicative Activities

Communicative language teaching provides an effective framework for integrating terminology instruction. Role-playing exercises, for example, allow students to simulate professional situations such as briefing sessions, operational planning, or information exchange.

Similarly, case-based learning encourages students to analyze practical scenarios and discuss solutions using appropriate terminology. Such tasks not only strengthen vocabulary knowledge but also develop analytical and communicative skills.

## 5. Discussion

The findings indicate that teaching professional terminology plays a significant role in the development of communicative competence among future officers. Terminology learning is not merely a linguistic task but also a cognitive process that shapes professional thinking.

When students learn specialized vocabulary in authentic contexts, they develop the ability to interpret and produce professional discourse effectively. This approach aligns with communicative language teaching principles, which emphasize meaningful interaction as the foundation of language learning.

Moreover, the integration of professional scenarios into language instruction bridges the gap between theoretical knowledge and practical application. By engaging in realistic communicative tasks, learners gain confidence in using terminology in real-world situations.

The study also highlights the importance of interdisciplinary collaboration between language instructors and subject specialists. Such cooperation ensures that terminology instruction reflects actual professional practices and communication needs.

## 6. Conclusion

The development of communicative competence among future officers requires systematic and methodologically sound instruction of professional terminology. Specialized vocabulary forms the foundation of effective communication in military and security contexts, enabling precise and efficient information exchange.

The study demonstrates that contextualized and communicative approaches to terminology teaching significantly enhance students' language skills and professional readiness. Methods such as role-playing, case studies, and scenario-based learning provide opportunities for active vocabulary use and meaningful interaction.

Improving the methodology of teaching professional terminology will therefore contribute not only to language proficiency but also to the overall professional competence of future officers. Further research may explore the integration of digital technologies and simulation-based learning environments in terminology instruction.

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