

**THE STRUCTURE AND COMPONENTS OF LINGUISTIC AND CULTURAL
COMPETENCE IN TEACHING MILITARY TERMINOLOGY***Norboyeva Madina*

*Senior Lecturer, Department of Languages, Institute of Ground Forces,
University of Military Security and Defense of the Republic of Uzbekistan;
Independent Researcher, Chirchiq State Pedagogical University*

Abstract

This article examines the issues of developing linguistic and cultural competence among military personnel in the process of teaching Uzbek military terminology in military educational institutions. The essence of the concept of linguistic and cultural competence is revealed, and its structure and main components are identified. Military terminology is analyzed not only as a means of professional communication but also as a linguistic reflection of national history, military traditions, and cultural values. From a pedagogical perspective, the cognitive, communicative, axiological, and reflective components of linguistic and cultural competence are substantiated. The results of the study create opportunities for developing an effective methodological model for teaching military terminology.

Keywords

military terminology, linguistic and cultural competence, competence-based approach, military education, pedagogical model.

Introduction

In the context of globalization and the expanding international cooperation in the military sphere, the development of linguistic and cultural competence alongside language competence among military personnel is of great importance. Military terminology serves as the primary means of professional communication and is closely linked to military thinking, discipline, and national values. Therefore, teaching military terminology requires not only a lexical-semantic approach but also the application of a linguistic and cultural approach [1].

Linguistic and cultural competence reflects an individual's ability to perceive, understand, and use language units appropriately within a cultural context. In the military education process, this competence contributes to a deeper understanding of national military traditions, historical experience, and professional culture. From a pedagogical perspective, linguistic and cultural competence is manifested through the unity of knowledge, skills, values, and reflection [2].

According to the research findings, linguistic and cultural competence in teaching military terminology consists of the following main components:

Cognitive component – This component includes knowledge about the meaning, origin, historical formation, and cultural foundations of military terms. Etymological and semantic analysis of military terminology is a key aspect of this component.

Communicative component – This component focuses on developing skills for the correct and context-appropriate use of military terminology in oral and written communication. Military communication ethics and professional speech culture play a significant role in this process.

Axiological component – This component implies understanding and respecting national and professional values conveyed through military terminology. Military terms are inherently connected with concepts such as national pride, patriotism, and duty of service.

Reflective component – This component develops the ability to comprehend the significance of learned military terminology in personal and professional activities, as well as the ability to analyze and evaluate one's own speech activity.

The linguistic and cultural approach forms not only terminological knowledge but also professional thinking and cultural awareness among military personnel. This approach enhances the effectiveness of military education and ensures clarity and accuracy in military communication.

The process of language teaching is not merely about expanding vocabulary; it is also a means of educating individuals based on national ideology and values [3]. This issue is especially significant in military educational institutions, where language serves not only as a communication tool but also as a cultural code expressing patriotism, loyalty, and dedication.

Through Uzbek language materials in classes, studying national history, traditions, folklore, symbols of bravery, and heroism strengthens students' sense of national pride [4].

A linguistic and cultural approach in language teaching implies learning language as an integral part of a people's culture. Each language embodies a nation's worldview, traditions, values, and mentality [3].

For example, military terms such as "Motherland," "loyalty," "bravery," "duty," and "valor" in the Uzbek language, when taught not only as lexical units but also as expressions of moral and ethical values, deepen learners' understanding of the language.

Thus, when teachers incorporate cultural context into language teaching, they develop not only language competence but also linguistic and cultural competence—the ability to understand and interpret culture through language.

In the military sphere, language is a crucial factor in national security, information culture, and ideological stability. The accuracy, logic, and correct interpretation of commands and orders directly depend on linguistic literacy. Language also plays a major role in instilling national values and patriotic spirit and in strengthening social cohesion within military collectives [3]. Therefore, special attention should be paid to national identity, ideological stability, and intercultural communication competence in teaching Uzbek in military education.

Under globalization, foreign language proficiency among military personnel is not only a professional necessity but also a key factor in interstate military cooperation. Therefore, foreign language teaching in military education should not be limited to grammar and vocabulary acquisition but should focus on developing linguistic and cultural competence. This competence enables learners to understand the cultural values of the target language community, interpret communication appropriately, and represent their own culture effectively.

The concept of linguistic and cultural competence emerged in linguistics and pedagogy in the late 20th century. It encompasses not only language proficiency but also the ability to understand cultural contexts and communicate appropriately in social situations. International scholars such as B. Tomlinson, C. Kramsch, and M. Byram have extensively studied this competence, emphasizing its close connection with understanding worldview, values, and ethical norms.

In military education, this competence plays a vital role in international information exchange, accurate interpretation of commands and directives, and avoiding misunderstandings in intercultural communication [3]. It is also regarded as an integral component of professional ethics and communication culture.

In the Uzbek military education system, the development of linguistic and cultural competence is achieved through updating curricula, enriching textbooks based on national and international experience, and fostering respect for one's own culture.

A distinctive feature of language learning in the military sphere is that learners acquire language not only as a communication tool but also as part of their professional activity [4]. Therefore, the linguistic and cultural approach strengthens the interconnection between language and culture in training military specialists.

Gamification methods also yield effective results. For example, presenting tasks related to the military cultures of different nations in a game format deepens cadets' knowledge.

Additionally, the CLIL (Content and Language Integrated Learning) methodology—integrating subject content and language teaching—is particularly beneficial in the military sphere, allowing cadets to master military subjects and language simultaneously [5].

According to experimental results, classes based on linguistic and cultural competence increased cadets' language acquisition rates by 30–40%, while their motivation significantly improved (based on observations at Chirchiq Higher Combined Arms Command School, autumn 2024).

Linguistic and cultural competence is the ability to choose culturally and socially appropriate behavior in foreign language communication, correctly interpret communicative situations, and show respect for national values [6].

In the military context, linguistic and cultural competence consists of the following components:

Language competence – a set of grammatical, phonetic, and lexical knowledge;

Cultural competence – understanding the mentality, traditions, and formal communication styles of the target language community;

Communicative competence – the ability to establish effective communication with representatives of different nations in military and official contexts.

The formation of linguistic and cultural competence in the educational process occurs in the following stages:

First stage – mastering the basic grammatical and lexical foundations of the language;

Second stage – applying language through culturally contextualized communicative situations;

Third stage – reinforcement through real communication, videos, dialogue simulators, and diplomatic dialogue exercises.

In this way, cadets learn to “think” not only in the language but also within the culture [7, 8].

In military education, teachers should perceive themselves not merely as language instructors but as mediators of intercultural communication. To naturally integrate cultural elements into lessons, teachers may use the following approaches:

Case study – analyzing situations related to military etiquette and communication among different nationalities;

Role-play – simulating communication in international missions or joint exercises;

Project work – having cadets prepare presentations in English on a specific country’s military system or cultural values.

The development of linguistic and cultural competence in military education is an integral part of modern military personnel training strategy. Knowing a language is not a weapon, but a tool of communication; understanding culture is a strategic advantage.

Conclusion

In conclusion, identifying the structure and components of linguistic and cultural competence in teaching military terminology enables the scientific organization of the educational process. The integration of cognitive, communicative, axiological, and reflective components ensures the professional and cultural development of military personnel. The findings of this study have significant theoretical and practical value for improving the methodology of teaching military terminology.

References

1. Decree PF-158 on the Implementation of the “Uzbekistan–2030” State Program.
2. Usmonov I. Methods of Teaching Uzbek Military Terminology. Bukhara, 2022.

3. Karaulov Y.N. Cultural Linguistics and Military Terminology. Moscow, 2020.
4. Smith J. & Clarke P. Military Terminology in a Globalized World. Oxford University Press, 2023.
5. To'xtayev A. History of the Development of Uzbek Military Terminology. Tashkent: Science and Technology, 2018.
6. Yuldashev S. Linguistic and Cultural Competence in Teaching Military Terminology. Bulletin of Namangan State University, 2023.
7. Batmanov I.A. Military Terminology and Its Development. Moscow: Nauka, 2010.
8. Davidson P. Military Linguistics and Terminology Training in Multinational Forces. Oxford University Press, 2021.

