

## THE EFFECTIVENESS OF TEACHING TERMINOLOGY ON A NATIONAL-CULTURAL BASIS IN THE TRAINING OF MILITARY PERSONNEL

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**Abstract:** This article analyzes the cognitive and pedagogical effectiveness of teaching military terminology on a national-cultural basis within the framework of the linguocultural paradigm in the system of military personnel training. Military terminology is interpreted not merely as a professional lexical layer, but as a conceptual system that verbalizes national military thinking, historical experience, and strategic consciousness. The research results demonstrate that integrating the cultural-semantic component of terms into the educational process significantly enhances military personnel's strategic perception, their ability to conceptually evaluate situations, and the accuracy of professional decision-making.

**Keywords:** military terminology, linguocultural competence, strategic thinking, military pedagogy, terminological consciousness

In contemporary military education, the effectiveness of professional training is determined not only by operational and tactical knowledge, but also by the level of a serviceman's terminological consciousness, since the processes of strategic planning and decision-making in military activity are conceptualized through a terminological system [1]. In practice, teaching terms solely as nominative units restricts their conceptual potential. The linguocultural approach considers language units as phenomena related to historical memory and cultural consciousness [2]. Military terminology reflects the national defense model and strategic experience. Terms structure thinking and guide the process of perception [3].

Uzbek military terminology reflects centuries of military tradition, national defense ideology, and cultural values. Therefore, teaching military terminology without its linguocultural context limits its cognitive and pedagogical potential. This article argues that linguocultural mechanisms embedded in Uzbek military terminology can significantly contribute to the development of strategic thinking in military personnel.

Strategic thinking is understood as the ability to perceive military reality holistically, evaluate long-term consequences of decisions, and align actions with national interests. In military pedagogy, strategic thinking is not formed solely through tactical training but through the integration of cognitive, cultural, and analytical components [3].

The linguocultural approach considers language as a reflection of culture and worldview. Military terminology embodies national concepts of security, defense, and warfare. Terms such as defense, command, and combat readiness encode culturally specific interpretations of military activity. In the Uzbek context, military terms preserve national historical experience and strategic traditions.

Uzbek military terminology functions as a linguocultural system that integrates linguistic form with cultural meaning [4]. Many terms are rooted in historical military practices and national values, shaping how military personnel conceptualize strategy and defense.

From a cognitive perspective, military terms structure strategic thinking by categorizing threats, actions, and objectives. Linguocultural interpretation allows military learners to understand not only what a term denotes, but also what it represents within national military culture.

Based on the analysis, the following linguocultural mechanisms are identified as key to developing strategic thinking through Uzbek military terminology.

Military terminology encapsulates collective strategic experience. Through linguocultural interpretation, learners internalize national military concepts, which enhances their ability to think strategically within culturally defined frameworks.

Strategic thinking develops when military terms are taught in authentic operational and cultural contexts. Contextual interpretation connects terminology with real military scenarios and national defense priorities.

Historical narratives and cultural meanings embedded in military terms foster deeper cognitive engagement. This integration supports long-term strategic reasoning and strengthens national military identity.

Reflective discussion of terminology encourages military personnel to analyze how language shapes strategic perception. This mechanism enhances metacognitive awareness and analytical thinking [5].

The implementation of linguocultural mechanisms in military education requires competence-based instructional strategies. These include scenario-based learning, discourse analysis, and reflective tasks that integrate linguistic and strategic objectives. Such approaches transform military terminology instruction into a strategic cognitive training process.

The findings suggest that linguocultural mechanisms significantly enhance the pedagogical value of military terminology. Unlike traditional vocabulary-based instruction, linguocultural interpretation promotes strategic thinking, cultural awareness, and professional identity [6,7]. This approach aligns with contemporary military education models emphasizing holistic competence development.

In contemporary military education, terminology instruction must go beyond lexical memorization. Military terms function as cognitive structures that organize professional military knowledge and strategic perception. Uzbek military terminology, shaped by historical experience and national defense ideology, represents a valuable pedagogical resource.

From a cognitive-linguistic perspective, terminology structures conceptual knowledge. Military terms encode strategic concepts such as defense, threat, readiness, and command. These concepts influence decision-making processes in military contexts.

The cognitive model of Uzbek military terminology consists of three interrelated components: conceptual core, semantic structure, and linguocultural layer.

When the historical genesis and cultural semantics of terms are revealed, they are perceived as verbal models of military thinking. This contributes to the deepening of professional cognition [4]. Teaching military terminology on a national-cultural basis contributes to the formation of strategic thinking, conceptual clarity, and professional consciousness. The linguocultural approach should therefore be regarded as an important methodological direction in military pedagogy.

Didactic interpretation involves contextual explanation, scenario-based learning, and reflective analysis of military terminology.

Unlike traditional vocabulary teaching, the proposed model transforms terminology into a strategic cognitive tool aligned with competence-based military education.

Uzbek military terminology is deeply rooted in national history and culture. Terms such as *qo'shin* (troops), *sarboz* (warrior), and *sipoh* (army) reflect historical military experience and national identity. When the teaching of military terminology incorporates this cultural context, its pedagogical effectiveness significantly increases. Therefore, there is a strong need for a competency-based pedagogical model that facilitates the formation of linguocultural competence.

Military terminology should not be perceived as a mere collection of technical terms. It embodies concepts related to national history, values, service traditions, and strategic threats. Linguocultural competence extends beyond language proficiency; it encompasses an understanding of the cultural and historical context embedded in language, representing the integration of language and culture [8]. Military terms often encode national security concepts and strategic meanings within their semantic structure.

Strategic thinking refers to the ability to systematically analyze complex military situations, anticipate long-term objectives, and make informed decisions. Competency-based pedagogical approaches—such as situational tasks, contrastive analysis, and terminological discourse analysis—are particularly effective in cultivating these abilities.

The linguocultural component of the model emphasizes teaching terminology in conjunction with its cultural and historical context. Military terms are analyzed not only in their technical sense but also in relation to historical military traditions and national combat strategies. For instance, national war traditions and historical military doctrines are directly associated with specific terminological units.

The strategic–cognitive component develops learners’ abilities to analyze information systematically, make strategic decisions, and comprehend complex military situations within a strategic framework.

Military terminology reflects societal perceptions of security, defense, and warfare. Each term conveys a specific strategic concept: defense, offense, strategic reserve, and combat readiness are foundational elements shaping military planning and strategic cognition.

National–strategic thinking is understood as the ability to analyze military realities based on national interests, historical experience, and cultural values. This type of thinking is embodied in language, particularly in military terminology. Consequently, by mastering military terminology, military personnel form their own national strategic worldview.

## Conclusion

The study demonstrates that Uzbek military terminology serves as a powerful linguocultural resource for developing strategic thinking in military personnel. Linguocultural mechanisms such as contextual interpretation, cultural integration, and reflective analysis contribute to the formation of nationally grounded strategic cognition. Incorporating these mechanisms into military education enhances both professional competence and strategic readiness.

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