



Article

The Role of Terminological Vocabulary in the Formation of a Specialist's Professionalism

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Abstract: This article considers the problems of developing professional communicative competence in students when studying a foreign language at a university. The article deals with professionalism in the field of public relations that involves three main, mutually influencing aspects: - continuous improvement in the field of one's professional activity; - ensuring a combination of theoretical knowledge and its practical application in one's activities; - continuous expansion of knowledge in related fields.

Keywords: professionalism, competence-based approach, professional communicative competence, industry terminology, mutually influencing aspects, theoretical knowledge, practical application, professional experience.

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1. Introduction

The development of mass media, active democratic processes in society, providing access to virtually any information (except, of course, classified) to the general public, are the reason for the need for communication between state, administrative, financial and economic, industrial, managerial, educational structures, parties with broad sections of society, with public organizations in order to develop and use social mechanisms for managing public opinion, resolving conflict situations[1]. This aspect of the activities of specialists is the responsibility of professionals in the field of public relations.

Terminological vocabulary plays a key role in the formation of a specialist's professionalism, ensuring accuracy and unambiguity in the transmission of information in a specific field of knowledge. It allows specialists to effectively communicate, understand and apply complex concepts and principles, and systematize knowledge. Professional competence is the degree of qualification of a specialist, allowing him to successfully solve professional tasks facing him, carry out productive professional activity and actualize his personal resources[2]. It should be noted that in domestic science research in this area was conducted long before the Bologna process.

2. Materials and Methods

The process of forming a specialist's professional competence and the features of its flow are studied by many teachers and psychologists from the standpoint of the activity

approach - the unity of personality, consciousness and activity, the relationship of the processes of activity and communication[3]. Until now, despite the pronounced tendency of professionalization of teaching a foreign language in a non-linguistic university, teaching a foreign language is actually carried out separately from the formation of professional competence of a future specialist, which cannot give positive results. The success of professional activity, which largely, and sometimes decisively, depends on the level of their foreign language professional communicative competence.

By professional communicative competence, we mean the ability to use language tools to achieve communication goals in professionally significant situations, the manifestation of socio-cultural qualities of the individual, knowledge of the peculiarities of the communication process of a given society, the manifestation of adequate communicative behavior in various situations of professional communication[4]. To achieve an integrative unity of the subject-technological activity of a future specialist and his real foreign language speech activity, systemic changes are necessary in the goals, content, forms and methods of teaching foreign languages, in the activities of the teacher and student.

The educational standard allows integrating, based on a certain conceptual basis, the curricula of humanitarian, general technical and special disciplines into a single didactic complex. The main task in developing such a complex should be the training of a specialist using a foreign language as a means of carrying out professional activities. It seems necessary to identify the requirements for the training of specialists who professionally use a foreign language, to systematize approaches, theories and concepts regarding its teaching based on a theoretical analysis of literature and professional experience[5]. In order to disclose the concept of professional competence and determine its components in relation to the activities of a specialist in situations of foreign language communication, it is necessary to generalize the best practices of researchers, which allows us to present the structure of a specialist's professional competence, in which communicative competence occupies a central place and is interconnected with social competence, psychological competence, information competence, the development of which requires the development and implementation in the educational process of the results of scientific research in the field of sociolinguistics, psycholinguistics, cognitive linguistics, psychology, pedagogy, etc[6].

3. Results

Foreign language professional communicative competence requires the use in the training of specialists of not only knowledge in the field of a foreign language, intercultural communication, history and culture of the country(ies) of the language being studied, modern methods of teaching a foreign language, but also special knowledge to achieve the goals of communication in situations of professional communication. For the purposeful formation of the communicative professional competence of a specialist, a system of special courses has been proposed and implemented, consisting of complexes of problematic situational tasks, production situations (case-study), role-playing and business games, the preparation for which is carried out with the help of new information technologies in the process of independent work of students[7]. It is substantiated that the process of forming the professional competence of a specialist associated with the performance of complex engineering functions in a foreign language should be organized in accordance with the requirement of prompt action, reflecting the time dynamics of the real technological process of production.

Such competence is considered as a complex multi-component social and professional education, the integrity of foreign-language and professional-subject

knowledge, skills and abilities of a specialist, his professional motives and emotional-volitional qualities formed as a result of the experience of promptly solving problems in the context and logic of readiness for technological processes of professional work in situations of foreign-language communication[8]. Mastering industry terminology, and through it - the entire conceptual apparatus of the future profession - will provide students with broad opportunities for the practical use of a foreign language as a means of implementing technological production processes. The main criterion for the formed professional competence of a specialist is the quality of the efficiency of his actions and the speed of decision-making due to the time dynamics of the production process.

When teaching a foreign language, we attempt to form the following abilities in a student:

- extract operational information about the technological process from a foreign-language information field, operate with the subject characteristics of the objects of this process;
- perceive foreign-language information about dynamically changing professional situations and their components[9]. The inclusion of a student's educational activity in a foreign language into an analogue of his future production activity by means of modeling technological processes in educational situations of foreign-language communication is considered as a subject basis for the formation of a specialist's professional communicative competence.

A typical task of a specialist's professional work related to the use of a foreign language is defined as a generalized model of problem situations of foreign-language communication when performing a certain professional function. Such a task contains indications of the goal, means, deadlines for completion, spatial accuracy of actions and the expected result. Psychologically, the flow of professional behavior and professional speech is a series of operations, phrases and pauses, followed by memories and expectations, thoughts, perceptions and experiences; the subjective complexity of a professional task changes as it is mastered[10].

A typical production task, especially one performed using a foreign language, has a complex internal structure, which includes subject-technological, socio-cultural, psychological, temporal and actually foreign-language components. Their unity, presented in the motivation, knowledge and experience of a specialist, constitutes his professional communicative competence. For a student, such a task in the process of mastering it appears as a complex problem situation, characterized by contradictions and uncertainties, the need to identify subject, social, temporal and psychological conditions, as well as foreign language means of preparing and implementing the necessary technological processes[11].

4. Discussion

Professional competence, which ensures the solution of typical tasks and problems by a future specialist, arising in situations of foreign language communication, can be formed only in the logic of the simulated technological processes of his work and subject to the mastery of industry terms and their definitions[12]. It is assumed that it is precisely such opportunities that need to be created in teaching a foreign language for special purposes. According to state educational standards, the discipline "Foreign Language" is represented by three subjects in the curricula of non-linguistic specialties: foreign language ("general language") as a mandatory natural science federal component of the educational process; business foreign language; foreign language as a special one[13]. Within the framework of business and special foreign language courses, "language for special purposes" is studied. Based on this planning and taking into account the goal of forming general professional competence, it is necessary to develop a level model of

continuous training of a specialist in the context of his general, professional and foreign language culture with joint interaction of teachers of the Department of Foreign Languages and graduating departments[14]. Formation of professional communicative competence is carried out in the first years as the student masters the "General Foreign Language" in the context of its broad-based orientations on the development of the abilities to analyze, synthesize and generalize information; on the socio-cultural, ethnocultural, socio-moral and humanistic aspects of communication. In the senior years - a business and special foreign language as a means of implementing his educational and professional activities with the help of a system of specially developed special courses aimed at mastering industry terms, typical tasks and problems of the future activities of a specialist. It seems that when developing a teaching and methodological kit it is necessary to take into account

- a model of the subject-technological activity of a specialist;
- interdisciplinary integration of the content of a foreign language and special subjects, ensuring real interdisciplinary connections;
- teaching the content of a foreign language and special subjects;
- academic, educational and professional, creative activity of a student.

Designing a program of a course in a foreign language in a technical university includes the following steps:

1. Analysis of the content of specialized subjects in order to identify the connection of its sections, correlated with the spheres of social and professional activity of specialists, with the subject "Foreign Language" and to compile on this basis a sectoral thesaurus of a special course necessary for the implementation of production functions by a future specialist.

2. Definition of typical, non-standard and new (creative) social and professional tasks and problems in the activities of a future specialist, and technological processes within the framework of which their solution will take place by means of educational activities based on interdisciplinary connections of specialized subjects and the discipline "Foreign Language". It is necessary to take into account that a typical task develops into a problem with any deviation from the standard conditions of its solution, including due to difficulties of a linguistic nature.

3. Designing situations that require professional foreign language communication and, accordingly, identifying social and professional basic knowledge, abilities, skills and competencies of an integrative, interdisciplinary nature that implement the solution of the specified tasks and problems in these situations in the process of the student's educational and professional activity[15].

The content of training and, accordingly, the teaching aid that provides it, includes the following main components:

- simulated areas of the student's future social and professional activity in the form of typical tasks of his activity related to the use of a foreign language;
- situations of foreign language communication and programs for their deployment in the course of implementing technological processes of the mastered activity;
- phraseological material of an industry focus and text material reflecting the communicative component of the technology of a specialist's professional activity in solving the corresponding typical problems;
- information of a cultural nature: on national and cultural characteristics, realities of the spheres of foreign language social and professional activity and their inherent etiquette and usual forms of speech; on topics of communication, including those not recommended; about the language of "signs", including professional ones. The choice of teaching methods (ways of involving students in joint activities with the teacher to achieve the main goal - the formation of professional communicative competence), forms of organizing the educational activities of students and teaching aids (textbooks,

audiovisual means, computer, simulator, etc.) is determined by the tasks and features of the mastered specialty.

It is important to create in educational activities those processes and contexts in which the foreign language speech activity of the student acts as a means of solving the simulated professional and subject problems. The expected result is aimed at the formation of an integral system of social and professional skills (communication, information, analytical, instrumental, etc.) and professionally important qualities of the future specialist for solving a wide range of tasks and problems of the mastered profession, the development of his creative potential. Independent work of students is planned on the basis of information technologies in three directions:

1) assimilation of a foreign-language industry thesaurus included in the technological processes of the mastered fragment of the student's professional activity (standard phrases, terms and their definitions of the corresponding section);

2) use of professional multimedia computer programs in order to master the algorithms for performing professional activities;

3) implementation of programs for solving situational problems, in the process of which an approximate basis for future professional activity is formed. The activities of a linguistics teacher include:

reorientation of the student's learning activities with text material and industry terminology only to the use of a foreign language as one of the necessary means of solving typical professional tasks and problems arising in this regard;

- emphasis not only on the logic of the subject "Foreign Language", but also on the logic of the student's professional development, the socio-professional qualities of his personality within the framework of the pedagogy of "professional cooperation". Design and implementation of joint partnership activities of a teacher and a student (students) require the linguistics teacher to know the essence of the student's professional activity being mastered by the student in situations of foreign language communication.

The system-forming factor is self-organization and self-regulation of the future specialist. Self-organization involves his analysis of the situation of foreign language communication in the context of technological processes of professional activity, setting a task, planning and forecasting the possible results of his actions, monitoring their implementation, assessing the effectiveness of decisions made on the basis of reflection.

Self-regulation of a future specialist is expressed in his ability to freely plan and manage the process of communication in a foreign language, analyze and correct shortcomings in his foreign language training, use the mechanisms of language and cultural correction. The developmental effect of training is due to the possibilities of situational emergence of students' need for new knowledge, goal setting and goal implementation in the process of searching for ways to promptly resolve problem situations of professional communication in a foreign language. It seems possible to determine the level of students' proficiency in a foreign language as a means of professional communication in a professionally significant situation, i.e. the level of formation of his professional communicative competence in the process of solving professional problems in situations of foreign language communication.

First of all, it is necessary to assess:

- the student's readiness for speech activity in a foreign language in the context of professional activity, determined by the fact of his participation / non-participation in solving the problem;

- achievement / failure to achieve the goal of communication in a foreign language in given communicative conditions;
- adequacy of professional action based on foreign language information (a teacher of a special department evaluates its compliance with the standard version).

5. Conclusion

The solution to the problem of developing professional communicative competence based on mastering industry terminology is associated with the implementation of the following provisions:

1. A necessary condition for the productive development of professional communicative competence of a specialist is the inclusion of students' professional educational activities in a foreign language and special disciplines in the educational process, within which foreign language speech acts as a means of solving simulated professionally significant tasks and problems of a specialist's activity.

2. Upon achieving meaningful integration of the subjects of quasi-professional and educational and communicative activities of students, the development of professional communicative competence as a professionally important personality trait that ensures the student's readiness for his future profession is carried out.

3. The development of professional communicative competence requires the design of interconnected activities of the subjects of the educational process - students as future specialists and teachers of both a foreign language and special disciplines. According to this project, activities are carried out based on professional and subject engineering and foreign language knowledge, professional interests and speech activity are formed in the context of the mastered production technologies.

4. The transition from the reproductive acquisition of the content of the subject "Foreign Language" and special subjects by students to the productive and activity-based one leads to their social and professional development and readiness for a qualified solution to the tasks and problems of the future profession in situations of foreign language communication. It can be concluded that the basis for the formation of professional communicative competence of a future specialist is not only the language material based on industry terminology and types of speech activity, but also the subject material and simulated technological processes of professional foreign language speech activity.

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