

DEVELOPMENT OF PROFESSIONAL COMPETENCE (WITH TYPES) IN ENGLISH LANGUAGE IN MILITARY HIGHER EDUCATION INSTITUTIONS

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Annotation:The specific system in the process of teaching English in the military sector shows that the scope of the military sector is almost lacking in data and analysis in the field approaches, and the intended purpose also shows the need for a field approach in the organization of training sessions: military the process of teaching English through teaching English in higher education institutions. It is also necessary to develop professional competence through the formation of certain internal competencies through this network approach.

Key words:Higher education, Military sectors, military-accounting specialties, professional competence, communicative competence, pragmatic competence, social competence, socio-cultural competence, strategic competence, cognitive competence.

Introduction:Military expertise is indeed a very important trait because it supports the other four traits of our Army profession. The army certainly has five characteristics that legitimize the army as a profession: trust, fair military experience, honorable service, esprit de corps, and management, which are often very important. In addition, the Army has four broad branches for all purposes, which it uses primarily to facilitate specific development and largely to maintain professional knowledge across the Army, for all intents and purposes, contrary to popular belief. When considering the military vocabulary, it is necessary to take into account the fact that, in addition to established and generally accepted expressions, rules of communication, there is a very large part of informal vocabulary. An important part of such a dictionary is a collection of purely colloquial and expressive words and phrases called slang, which is really very important. Military jargon actually has a wide range of application, because along with formalized vocabulary, it affects almost all aspects of the life of a military serviceman for any purposes and tasks, including purely military concepts, weapons, and indeed military equipment, types of property. The reason for such a widespread use of military jargon is due to the need to briefly describe events and objects that are contrary to popular belief.

Methodology:In general, the existing system in the process of teaching English in the military field was reviewed, which shows that the scope of these topics is almost lacking in sectoral approaches, and the very purpose is the need for a sectoral approach in order to organize the process of teaching English in military higher education institutions through English language teaching. Also, through this sectoral approach, it is necessary to develop professional competence through the formation of certain internal competences.

In order to clarify this issue, theoretical analysis methods and practical analysis methods were used in order to theoretically and practically analyze the concepts of military training and their content, competencies were shown in terms of the essence of the formation of competencies by studying English in military higher education institutions, through the method of scientific theoretical analysis.

Data Collection and Analysis:The training program for reserve and reserve officers in military-accounting specialties (hereinafter referred to as MAS) is the main document of military training of students.

The following key concepts are used in this Regulation (Table 1):

№	MAS	content
1.	faculty of military education	– Being a military educational and

		administrative unit established on the basis of higher education institution, it ensures continuous educational and educational process for the training of reserve and reserve officers from among the students studying in the day department in the relevant educational fields;
2.	military department	– It is considered a military educational unit that is part of the Higher Education Institution and carries out educational and methodological work for the purpose of training one or more HHI reserve and reserve officers from among the students studying at the Higher Education Institution;
3.	cycle (course)	– It is considered a teaching-methodical unit of the Faculty of Military Education (Military Department) of the Higher Educational Institution, and carries out training in specific subjects, training of one or more officers of the reserve and reserve on the HHI from among the students studying at the Higher Education Institution.

Table 1: Military-accounting specialties

Military educational institutions are training institutions for all types of Armed Forces¹, types of troops and special forces. In the Republic of Uzbekistan, military educational institutions include military academies, higher military educational institutions, military lyceums, and military faculties of civilian higher educational institutions. Academy of the Armed Forces of the Republic of Uzbekistan², Academy of the Ministry of Internal Affairs³, Tashkent Higher All-Army Command Educational Institution⁴, Chirchik Higher Tank Commander-Engineering Educational Institution, Samarkand Higher Military Automobile Educational Institution, Jizzakh Aviation Higher Military Educational Institution, Special Faculty of Tashkent University of Information Technologies, Tashkent Technical University educational institution, higher technical school of fire safety, Tashkent higher school of fire safety, sergeant training schools and military faculties of civilian higher educational institutions are operating.

Result and Discussion:The program envisages the teaching of the subject "English language" for four academic years:

Specific study hours are allocated for each course. While the courses differ from each other in the development of skills depending on the topic, lexical system, educational texts, the nature and position of speech activities, grammatical topics common to the educational process, similar syntactic events, speech skills and skills are taught in an interdependent and continuous manner. Foreign language teaching is based on the principles of "Foreign language for special purposes" and communicative, integrative competence approaches based on the characteristics of specialization.

O. B. Khovov considers professional competence as a level of creative realization of professionalism, socio-communicative abilities and autonomy, understood as independence, law and responsibility for

¹(https://uz.m.wikipedia.org/wiki/Toshkent_oliy_umumqo%CA%BBshin_qo%CA%BBmondonlik_bilim_yurti)

² https://uz.m.wikipedia.org/wiki/O'zbekiston_Respublikasi

³ <https://uz.m.wikipedia.org/wiki/Akademiya>

⁴ https://uz.m.wikipedia.org/wiki/O'zbekiston_respublikasi_qurolli_kuchlari_akademiyasi

making independent decisions in his professional activities. N. V. Bagramova defines competency as an ability based on knowledge, educational and life experience, values and inclinations, which allows one to effectively solve problems and tasks that arise in real situations of everyday life. According to V. A. Naperov, in general, under competence personality can understand the ability of the individual to make decisions and be responsible for their implementation in various industries. The concept of competency implies combination of physical and intellectual qualities of a person and the abilities necessary for an independent and effective solution of life situations, in order to create the best conditions for oneself in a constructive interaction with others.

Communicative activity-oriented approach - has developmental, functional and communicative characteristics of education and helps to increase cognitive activity in the educational process. In the educational process, this approach helps cadets to reflect, self-develop, and manifest; to organize foreign language education as an intercultural dialogue; during the lesson, the teacher ensures that the trainees show themselves as equal participants; use of interactive forms of education; development of independent acquisition of new language skills, socio-cultural knowledge, practical professional skills in cadets.

Person-oriented approach - not only imparting scientific knowledge in teaching English, but also based on active forms of relationships of participants of the educational process (students, teachers, parents); studying the cadet's character and ways of his self-development; creating favorable conditions for the cadet to form individuality; changing the perceptions of the norms of mental development of a person formed in our culture (not horizontal, but vertical, i.e., to implement the dynamics of the cadet's development by comparing it with his previous state, not with others, but with himself).

Integrative approach means taking into account, relying on, integrating knowledge, skills, qualifications and experience from various disciplines, developing communicative, professional, and social competence in a foreign language.

Competency approach in education is focused on achieving certain results and mastering important competencies. Competence is formed depending on the future professional activity. In such conditions, the educational process acquires a new meaning, it becomes a learning and teaching process, i.e. independent study of professional and socially important competences, the use of a foreign language in socio-labor, cultural, household and cultural leisure spheres is achieved.

The purpose of the English language course is to form communicative competence (linguistic, socio-linguistic, pragmatic and other competences, which are considered as its components) in the activities of cadets in the professional, scientific and domestic spheres in a multicultural world (see table 2).

No	Competence	content
	Foreign language communicative competence means the ability and readiness to communicate with foreign language speakers, as well as the ability of cadets to get to know the culture of the country where the language is being studied, to better understand the culture of their own country, and to be able to present it in the process of communication. The main tasks of studying this subject include developing the following competencies in cadets:	
1	Linguistic competence	implies sufficient knowledge of language materials (phonetics, lexicon, grammar) and ability to apply them in types of speech activities (listening, speaking, reading and writing) to communicate with native speakers of the studied language.
2	Sociolinguistic competence	selection of the necessary linguistic form, method of expression, based on any speech situation, communicative goal and desire of the speaker, includes skills and competences.
3	Socio-cultural	It is the competence to present national characteristics of

	competence	authentic speech: customs, values, ceremonies and other national-cultural characteristics of the country where one lives, comparing it with the country where the language is being studied.
4	Social competence	includes socio-linguistic and socio-cultural competences. It is manifested in the understanding of the importance of learning a foreign language among students in the current multicultural world, the formation and development of the need to communicate in a foreign language, to work independently on oneself and use it as a means of social adaptation, in the education of citizenship and patriotism, and the desire and desire to implement intercultural communication through a foreign language.
Pragmatic competence consists of the following		
1	Discursive competence	(discourse - oral or written speech text) consists of the skills and competencies of composing oral and written (stylistic and structural components) texts in order to correctly interpret and structure the text, as well as to choose the appropriate type of speech communication
2	Strategic (compensatory) competence	refers to the ability to fill in the shortcomings and defects in the experience of speech and social communication in a foreign language environment with the help of some verbal/non-verbal means, to ask repeatedly when misunderstandings arise in a communicative situation, to apologize, etc.
3	Learning - cognitive competence	is a set of competencies of learning foreign languages and cultures in the independent learning activity of the learner, and includes logical, methodological and general educational tasks related to the use of modern educational technologies.

Table 2. Formation of competence in teaching English in Military Higher Education Institutions

Conclusion: When considering the training process in the military education system, it is necessary to take into account the fact that, in addition to established and generally accepted standards, training rules, certain internal competencies are also formed, which is a very large part of the formation of professional competence. The current system of English language teaching in the military sector was reviewed, and the scope of these topics should be covered by sectoral approaches.

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