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TERMINOLOGICAL COMPETENCE IN TEACHING KYRGYZ AS A SECOND LANGUAGE

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ТЕРМИНОЛОГИЧЕСКАЯ КОМПЕТЕНТНОСТЬ В ПРЕПОДАВАНИИ КЫРГЫЗСКОГО ЯЗЫКА КАК ВТОРОГО ЯЗЫКА

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Abstract. In modern education, according to the competency-based approach, new requirements are imposed on university graduates, which are reflected in a certain set of universal, general professional and professional competencies. As is known, the set of competencies represents competence, which, in turn, is also divided into various types. This article discusses the formation and development of terminological competence of a Kyrgyz language teacher who teaches the language as a second language. It is obvious that for a successful professional activity of a teacher, it is necessary to possess not only the skills and abilities of the main subject, that is, the Kyrgyz language, but also the methods of teaching a related language. For future full-fledged teaching activities when studying methods of teaching foreign languages, it is necessary to pay special attention to the formation and development of terminological competence. Terminological competence here means not only knowledge of the conceptual and categorical apparatus of foreign language teaching methods and the ability to apply terms in practice, but also the ability to take into account the dynamics of the terminology system in connection with the emergence of new approaches and, accordingly, new terms, changes in the meanings of basic terms, and analyze them and apply in teaching activities in order to effectively solve professional problems. Important in this regard are the issues of monitoring the formation of the teacher's terminological competence. The article, based on a level system for monitoring the formation of terminological competence developed by domestic methodologists, consisting of three components (subject-cognitive, intellectual-reflective, communicative-linguistic), offers sample tasks for assessing the level of formation of terminological competence of a Kyrgyz language teacher, who teaching as a second language.

Аннотация. В современном образовании согласно компетентностному подходу к выпускникам вузов предъявляются новые требования, которые отражаются в определенном наборе универсальных, общепрофессиональных и профессиональных компетенций. Как известно, совокупность компетенций представляет собой компетентность, которая, в свою очередь, также подразделяется на различные виды. В данной статье рассматриваются вопросы формирования и развития терминологической компетентности учителя кыргызского языка, который обучает языку как второму. Очевидно, что для успешной профессиональной деятельности учителя необходимо владение не только навыками и умениями основного предмета, то есть кыргызского языка, но и методики преподавания смежного языка. Для будущей полноценной преподавательской деятельности при изучении методики преподавания иностранных языков необходимо уделять особое внимание формированию и развитию терминологической компетентности. Под терминологической компетентностью

при этом понимается не только знание понятийно-категориального аппарата методики преподавания иностранных языков и умение применять термины на практике, но и способность учитывать динамику терминосистемы в связи с появлением новых подходов и, соответственно, новых терминов, изменения значений базовых терминов, анализировать их и применять в педагогической деятельности с целью эффективного решения профессиональных задач. Важным при этом видятся вопросы контроля сформированности терминологической компетентности учителя. В статье, опираясь на разработанную отечественными методистами уровневую систему контроля сформированности терминологической компетентности, состоящую из трех компонентов (предметно-познавательный, интеллектуально-рефлексивный, коммуникативно-языковой), предлагаются примерные задания для оценки уровня сформированности терминологической компетентности учителя кыргызского языка, обучающего языку как второму.

Keywords: competence, terminological competence, foreign language teacher, tests, frame, methods of semantization, logical-conceptual culture.

Ключевые слова: компетентность, терминологическая компетентность, учитель иностранного языка, тесты, фрейм, методы семантизации, логико-понятийная культура.

With the introduction of a competency-based (activity-based) approach, the modern education system is undergoing significant changes. According to this approach, modern students are considered “as “subjects of social activity,” that is, as members of society, solving problems in certain conditions, in a certain situation and field of activity... Within the framework of the activity approach, problem solving is understood as actions performed by one person or group people, each of whom strategically uses their specific competencies to achieve a certain result” [6, 8].

As is known, competence is understood as “a set of knowledge, skills, and abilities formed in the process of teaching a particular discipline, as well as the ability to perform any activity on the basis of acquired knowledge, skills, and abilities” [7]. A certain composition of competencies represents competence, that is, “properties, qualities of a person that determine her ability to perform activities based on acquired knowledge and developed skills and abilities” [1]. Competence is “an integrative personal resource that ensures successful activity through learned effective strategies” [2].

One of the competencies necessary for professional activities can be considered terminological competence, which is understood as “the ability and willingness of a specialist to competently apply terminology when solving professional problems, using a minimum amount of personal, material, time and other resources” (<https://goo.su/JHnr>) [3]. This competence, in our opinion, seems to be one of the key ones in vocational education, since the implementation of professional activities seems impossible without knowledge of terminology in a special field.

The beginning of the process of formation of terminological competence can be laid in students already in their school years, thus preparing school graduates for studying in higher educational institutions and further formation and development of competencies. It is known that a school graduate must have a number of competencies, namely key competencies related to the general (meta-subject) content of education, general subject competencies related to a certain range of academic subjects and educational areas, and subject competencies specific to two previous levels of competencies that have a specific description and the possibility of formation within educational subjects [10].

For students of higher educational institutions, in accordance with the requirements of the Ministry of Education of the Kyrgyz Republic, within the framework of the competency-based approach, a number of competencies are provided that are necessary for mastering professional activities. In our opinion, the specialty “Kyrgyz language teacher” and, accordingly, the scientific branch “methodology of teaching foreign languages” deserve special attention. Knowledge of the conceptual and categorical apparatus of this science and the ability to apply professional terminology in practice are an important indicator of the development of a teacher’s terminological competence [4].

Along with the term “terminological competence,” the term “terminological culture” is also used. The terminological culture of a foreign language teacher is expressed in the totality of intellectual abilities, professional knowledge and skills, ensuring not only the correct use of Russian and foreign language terms, but also including an understanding of the dynamics of development of pedagogical terms, the ability to choose professional terms in different situations, the ability to find errors in the use of terms, flexible adaptation to changes in the professional terminology system [4]. “The constant modernization of education, accompanied by the introduction of new terminology, requires improving the terminological culture of the teacher, which should not be limited to basic terminological literacy with the unconditional acceptance and memorization of the terms of the professional terminology system without its critical understanding” [5]. Indeed, over time, approaches to education change, the basic categories of Kyrgyz language teaching as a second are filled with new content, new terms appear, which requires awareness, detailed analysis and comparison.

The maturity of competence and its constituent competencies can be verified in various ways. For example, the development of key competencies can be determined using a three-level model, which reflects the levels of competencies and methods of student activity: low (mandatory) level, average (ability level) and advanced (creative) [7]. According to N. V. Bordovskoy, E. A. Koshkina, for an objective assessment of the level of formation of terminological competence, the specificity of which is manifested in the unity of three components - subject-cognitive, intellectual-reflective and communicative-linguistic - three levels are proposed: low, medium and high, reflecting the features of their manifestation in professional - physical activity (<https://goo.su/JHnr>) [2].

In the methodology of teaching languages, the level of development of the subject-cognitive component of terminological competence can be checked using various test tasks. As is known, there are different types of test tasks: tasks in open, closed forms, tasks to establish correspondence, tasks to establish the correct sequence [7]. In closed-type test tasks, exercises can be presented to select the correct definition of a methodological term from those presented, to exclude an extra element from a number of terms of a certain group. Examples include the following tasks:

1. Choose the correct answer.

Speech skill is...

- a) automated execution of phonetic-lexical-grammatical operations;
- b) the ability to use foreign language tools to solve communicative problems;
- c) a person’s ability to perform speech activity.

2. Eliminate unnecessary elements from the group of terms denoting the basic categories of methods of teaching Kyrgyz language: goals, objectives, content, principles, methods, techniques, methods, means, forms, learning profiles, approaches to learning, skills, abilities, speaking, reading, writing, listening.

Open-type tests may contain tasks for independent writing of a definition, for adding a missing element to a group of terms. An example would be the following task:

3. Methods of semantization include: the use of clarity; synonyms/antonyms; word formation; translation;

Tasks for establishing compliance can be presented in the form of two columns, in one of which the terms are recorded, in the other - definitions that need to be distributed among the presented terms. An example would be the following task:

Tasks to establish the correct sequence can be compiled based on the material in the section "Means for implementing speech communication," namely the formation of lexical, grammatical and phonetic skills. An example would be the following task:

4. Distribute sequentially the stages of formation of grammatical skills:

- a) Combination; b) Imitation of the model;
- c) Perception of the model; d) Transformation;
- e) Substitution; e) Reproduction.

The degree of formation of the intellectual-reflexive component of terminological competence can be assessed using tasks in the form of framing and frame analysis. As is known, a frame is a cognitive structure that reflects knowledge about stereotypical situations, verbalized through natural language [1]. Frame analysis refers to the structuring of a concept and the description of this structure of the concept. One of the tasks may be to draw up a frame for one of the basic categories of methods of teaching Kyrgyz language as a second language or any other term in a given scientific field with their frame analysis.

To conduct a frame analysis of a certain methodological concept, it is necessary to first create a frame. In order to draw up a frame, students need to study the literature on methods of teaching languages, recommended by the teacher, and analyze lexicographic sources, including articles about this concept. Then students need to write out contexts with the term under study from the methodological literature and analyze, based on component analysis, the contextual meanings of this term.

As an example, a fragment of a concept frame can be presented.

"Tasks". The term learning objectives serves as a designation for one of the basic categories of foreign language teaching methodology. Learning objectives are understood as "an objective reflection of learning goals in relation to specific conditions and stage of learning" [1]. The frame consists of two levels of slots, the first of which includes the "training" and "student" slots. The second-order slot "methods" correlates with the "training" slot, the "educational material" slot with the "student" slot.

The analysis of the "Tasks" frame can be presented as follows. The "teaching" slot is represented by a corpus of contexts in which the term of the learning task is understood from the position of the teacher (teacher, lecturer). These learning objectives are formulated "in the form of requirements for the level of training of students and are presented in the State Standard and the programs created on its basis" [1]. According to the federal educational standard, a future teacher must be able to search, critically analyze and synthesize information, and apply a systematic approach to solve assigned problems (<https://goo.su/UBg4meO>).

The "student" slot is represented by a set of contexts in which the term of the learning task is understood from the student's perspective. According to the federal state educational standard for secondary general education, a student must learn to respect the opinions of other people, be able to conduct a constructive dialogue, achieve mutual understanding and interact successfully (<https://goo.su/JHnr>).

The level of formation of the communicative-speech component of terminological competence can be checked through the use of technology for the development of critical thinking

through reading and writing. It should be noted that the mastery of technology by teachers and students

“Development of critical thinking through reading and writing” is considered one of the pedagogical conditions for the formation of logical-conceptual culture [10]. Logical-conceptual culture is understood as a complex personal quality that is formed in the learning process, characterized by a high level of culture of logical thinking and conceptual and terminological representation of its results. At the same time, logical-conceptual culture is one of the components of methodological competence, which, in turn, seems to be an important part of the professional competence of future specialists [10].

Knowledge of methodological terminology and the ability to apply it in practice are undoubtedly an important indicator of the development of terminological competence of a foreign language teacher. The ability of a specialist to critically comprehend and use in his work new terms that appear in methodological discourse with the development of new approaches, as well as terms expressing the basic categories of foreign language teaching methods with a new interpretation can also be considered one of the important criteria for the formation of terminological competence. That is why special attention should be paid to the formation of this competence in the training of teachers, namely foreign language teachers.

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