THE IMPORTANCE OF TERMINOLOGICAL VOCABULARY IN ENHANCING STUDENTS' PROFESSIONAL COMPETENCE IN FOREIGN LANGUAGE TEACHING

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Abstract: This article explores the crucial role of terminological vocabulary in the formation of professional competence among students of non-philological higher education institutions. The author emphasizes that in the context of global communication and market-driven economies, knowledge of English for Specific Purposes (ESP), especially terminology relevant to a student's field, is essential for developing communicative and professional competencies. Drawing on theoretical perspectives from both Uzbek and international scholars, the article outlines the components of professional competence (linguistic, discourse, sociolinguistic, and cognitive) and highlights the importance of integrating specialized vocabulary into the teaching process. The study also references competency models such as KSAO and stresses the significance of context-based learning in professional communication.

Keywords: professional competence, terminology, ESP, technical education, linguistic competence, communication, specialized vocabulary, higher education, foreign language teaching, KSAO model

Currently, teaching English for Specific Purposes (ESP) in non-philological higher education institutions has become increasingly relevant in developing students' professional and communicative competencies in their respective fields. It is well known that under the conditions of a market economy, the labor market requires specialists who are well-rounded and competitive, possessing professional competence and constantly improving it.

If we first consider the term "competence," the English word *competence* directly translates to "ability." In essence, it refers to the capacity to apply theoretical knowledge in practice, to demonstrate high-level professional skills and talent. The term "competence" was first introduced as a scientific term by David McClelland in his 1973 article titled "Testing for competence rather than intelligence." In this article, the author used the term to describe the qualities that distinguish a competent specialist from an ordinary worker. McClelland argued that holding multiple diplomas and certificates does not always guarantee one's ability to perform professional tasks effectively. He linked job performance with the concept of "competence."

American scholar J. Starr provides the following definition: "Professional competence is manifested within the framework of social relations and includes the following: professional aptitude, adoption of professional norms and tasks through socialization, professional ethics, competitiveness, effective activity in a market economy, pursuit of scientific excellence, acquisition of new knowledge through research, passion for learning, and the ability to demonstrate existing knowledge and potential in accordance with current demands" [4.28].

According to T.I. Shamova, "professional competence" is defined as possessing both professional knowledge and the ability to apply it [11.12]. I.P. Smirnov interprets this concept as a synthesis of knowledge, abilities, and experience required to complete tasks in professional

activity [9.65]. V.V. Serikov explains that "professional competence" refers to the qualification knowledge necessary for conducting professional activities and applying both theoretical and practical knowledge in the field [8.45]. V.N. Zimin considers professional competence to encompass not only knowledge, skills, and abilities relevant to the professional sphere, but also the display of personal qualities and effective participation in society [2.34].

In the United States, specialists often describe competence using the abbreviation **KSAO**: *Knowledge, Skills, Abilities,* and *Other characteristics.* These components help define professional competence in ethical and practical terms. Scholars E.W. Stevick and J.M. Merill proposed a "competency model of a worker," which includes the individual-psychological traits of university graduates such as independence, ability for growth, desire for self-development, discipline, and communication [6.124].

In her research, scholar K.F. Maksudova identifies the following components of professional competence:

- Specialized component: professional knowledge, skills, and abilities.
- Social component: ability to use foreign languages and IT in professional activity.
- Motivational component: self-development in professional context.
- Personal component: qualities such as calmness, responsiveness, attentiveness, and agility [7.29].

Methodologist Andrey A.G., in his research on developing professional competence in technical university students, uses the term *professional language competence*. He emphasizes that this competence fully corresponds to the components of communicative competence in foreign language learning. According to him, students in technical fields should possess the following competencies in foreign language professional communication:

a) Linguistic competence: understanding of grammar, vocabulary, and syntax of the foreign language.

b) Discourse competence: ability to use all modes of communication (reading, writing, speaking, listening).

c) Sociolinguistic competence: skill in selecting appropriate language norms for various communicative situations within the topic.

d) Cognitive competence: ability to develop oneself using information and communication technologies [1.6].

Based on the above, it can be stated that knowledge of special vocabulary, specifically field-specific terminology, is of great importance in enhancing a specialist's professional and communicative competence.

S.T. Qalandarova and F.R. Begov, in their article " Issues of Teaching Terminology Translation to Professional Specialists" argue that:

"In the process of forming foreign language professional competence among students of non-philological higher education institutions, the general foundational and professional components serve as the basis, and professional competence in a foreign language functions within the framework of context-based technological education. Speaking, listening, reading, writing, and translation in the foreign language are all part of speech activities. Terminology, in turn, serves the purpose of professional communication." [12.123]

In her research, E.S. Emelyanova notes: "Effective professional communication cannot be achieved without knowledge of terminological vocabulary, because nowadays, within a given

national community, terminology serves not only linguistic functions but also plays a growing role in international communication." [3.24].

In agreement with the above, it can be confidently stated that teaching terminology to students significantly contributes to the development of their professional and communicative competence in a foreign language. Terminological vocabulary serves as specialized language in various communicative scenarios relevant to the field, enabling successful and integrated professional communication.

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