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METHODS OF DIAGNOSING LINGUISTIC AND CULTURAL COMPETENCE IN THE PROCESS OF MASTERING MILITARY TERMINOLOGY

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Abstract: The development of linguistic and cultural competence has become an essential component of modern military language education. Effective mastery of military terminology requires not only the acquisition of terminological knowledge but also an understanding of the cultural and historical values embedded within military discourse. This study aims to identify and analyze effective methods for diagnosing linguistic and cultural competence among military personnel during the process of learning Uzbek military terminology. The research employed a mixed-method approach that integrated testing, questionnaires, interviews, observations, and situational tasks. The findings indicate that a comprehensive diagnostic system provides reliable information regarding learners' cognitive, communicative, and cultural competencies. The study proposes a diagnostic model that can be implemented in military educational institutions to assess and monitor the development of linguistic and cultural competence. The results demonstrate that systematic diagnostics contribute significantly to improving the effectiveness of military terminology instruction and fostering professional communication skills among military personnel.

Keywords: military terminology, linguistic and cultural competence, military education, diagnostics, pedagogical assessment, language teaching, military personnel, intercultural communication, terminological competence, educational monitoring.

1. Introduction

The modernization of military education has increased the need for innovative approaches to language teaching and assessment. In military educational institutions, language training is no longer limited to vocabulary acquisition but also encompasses the development of communicative and cultural competencies necessary for professional performance.

Military terminology serves as a specialized subsystem of language that reflects national military traditions, historical experiences, cultural values, and professional communication practices. Therefore, the successful mastery of military terminology requires learners to understand both the linguistic meaning and the cultural significance of terminological units.

Despite considerable attention to terminology instruction, relatively little research has focused on the diagnosis of linguistic and cultural competence within military education. This study seeks to address this gap by examining diagnostic methods that can effectively assess learners' competence in military terminology acquisition.

This article is devoted to the discussion of such innovative methods in the context of military education. Military terminology is often complex and enriched with loanwords from foreign languages, making it necessary to adopt novel methodological approaches for its effective instruction. Innovative methods stimulate learners (cadets, military personnel) to actively engage in the learning process, help them apply knowledge in practice, and enhance their communicative competence. For example: Creating virtual glossaries of military terms through electronic platforms;

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Reinforcing knowledge via interactive tests and simulations;

Increasing motivation through gamification (e.g., using reward systems like the “Rank Up” program);

Enabling independent review through mobile applications.

As one researcher aptly states, “Innovative methods transform learners from passive listeners into active participants” [1]. While traditional methods tend to rely on reproductive techniques (focused on memorization and repetition), innovative approaches are constructive and interactive by nature. Consider the comparison:

Approach Type Characteristics Disadvantages / Advantages Traditional Memorization-based, student remains passive, prone to quick forgetting Less effective for practical applicationInnovativePractice-oriented, interactive engagement, fosters independent thinking, supports long-term knowledge retentionEncourages deeper learning and active participation

2. Literature Review

The concept of linguistic and cultural competence emerged from the intersection of linguistics, cultural studies, and language pedagogy. Researchers have emphasized that language and culture are inseparable components of communication and that successful language learning requires cultural awareness.

Studies in terminology education indicate that professional communication largely depends on the accurate understanding and application of specialized terms. Within military contexts, terminology functions not only as a linguistic tool but also as a carrier of professional values and institutional culture.

Contemporary scholars argue that diagnostic assessment should move beyond traditional testing and incorporate multiple instruments capable of evaluating knowledge, attitudes, communicative behavior, and practical performance. Such an approach is particularly relevant in military education, where competence development involves both cognitive and operational dimensions.

3. Research Methodology

This study employed a mixed-method research design combining quantitative and qualitative approaches.

The participants consisted of military personnel and cadets enrolled in military educational programs. Diagnostic procedures were conducted during military terminology courses.

The following instruments were used:

- Standardized terminology tests;
- Linguistic and cultural competence questionnaires;
- Structured interviews;
- Classroom observations;
- Situational and task-based assessments.

Data collected through these instruments were analyzed to determine learners’ levels of competence according to predefined criteria.

4. Results

The findings revealed that diagnostic assessment provides valuable information regarding learners’ mastery of military terminology and their understanding of cultural meanings embedded in military discourse.

The analysis identified three levels of linguistic and cultural competence:

High level

- Accurate use of military terminology;
- Deep understanding of cultural meanings;

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- Effective communication in professional contexts.

Medium level

- Adequate terminological knowledge;
- Partial understanding of cultural aspects;
- Occasional communication difficulties.

Low level

- Limited terminological vocabulary;
- Insufficient cultural awareness;
- Frequent communication errors.

The implementation of integrated diagnostic methods significantly improved the accuracy of competence assessment compared with traditional testing alone.

5. Discussion

The results support the assumption that linguistic and cultural competence is a multidimensional construct requiring comprehensive assessment procedures. Traditional knowledge-based examinations are insufficient for evaluating learners' ability to apply military terminology in authentic communicative situations.

The combination of tests, interviews, observations, and situational tasks enables educators to obtain a more complete picture of learners' competence development. Furthermore, the findings confirm that linguistic and cultural competence plays a crucial role in enhancing professional communication and operational effectiveness within military environments.

The proposed diagnostic model may serve as a practical framework for military educational institutions seeking to improve language instruction and assessment practices.

To enhance such understanding, the use of visual maps, interactive training platforms, and role-playing exercises proves effective. As one scholar notes, "The meaning of military terminology is better understood through context, national traditions, and service customs" [2, 3].

Military terms often encompass distinct cultural, historical, and national meanings. For example, expressions like "combat readiness", "relentless struggle", and "honorable service" are not merely technical phrases—they carry a strong cultural and ideological load [4]. Recognizing these embedded meanings contributes to a deeper, more authentic understanding of the military discourse.

Innovative approaches yield the following positive outcomes:

The acquisition of military terms is accelerated;

Speech and writing competencies are developed;

Acquired knowledge is applied in real-life situations;

Independent and reflective thinking is fostered.

Innovative approaches:

Increase cadets' engagement in the educational process;

Develop speech skills aligned with real-life contexts [5];

Enhance independent thinking and the ability to make quick decisions;

Teach terminology in a memorable way.

Recommendations:

Organize lessons in military educational institutions based on modern technologies;

Make lessons engaging through interactive and gamification tools;

Develop multimedia dictionaries and mobile applications for military terminology [6];

Establish specialized "terminological innovation" laboratories in military educational institutions;

Create a database of mobile applications and electronic dictionaries;

Improve teachers' qualifications in innovative teaching methods [7, 8].

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Using innovative approaches in teaching military terminology not only increases learning efficiency but also lays the foundation for successful communication in the professional activities of military personnel. Moreover, terms understood within a cultural context are assimilated more deeply [9].

6. Conclusion

The study demonstrates that diagnosing linguistic and cultural competence is an essential component of military terminology education. Comprehensive diagnostic procedures provide reliable information about learners' cognitive, communicative, and cultural development.

The proposed model contributes to the improvement of educational quality by enabling continuous monitoring and assessment of competence formation. The findings suggest that the integration of linguistic and cultural diagnostics into military language education can enhance both professional communication skills and cultural awareness among military personnel.

Future research may focus on the development of digital diagnostic tools and technology-enhanced assessment systems for military terminology instruction.

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