

**MODERN TRENDS AND CURRENT ISSUES IN THE LINGUOCULTURAL STUDY  
OF MILITARY TERMINOLOGY**

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**Abstract:** This article analyzes the necessity of studying the linguocultural features of military terms within their context. It explores the evolution of military terminology based on intercultural communication theories, the influence of artificial intelligence and digital technologies, and examines the impact of modern armed conflicts. The paper emphasizes the importance of accurate translation of military terms and the consideration of intercultural differences. Furthermore, it highlights the necessity of implementing modern approaches in military education systems.

**Keywords:** military linguistics, linguoculture, military terminology, artificial intelligence, coalition languages, linguocultural competence, military education, intercultural communication, methodology, terminology, innovative methods, didactic technologies.

**INTRODUCTION**

Since the early 21st century, global dynamics in the military sphere have fundamentally altered the demands on language and culture. Military personnel are now required not only to master traditional military knowledge but also to excel in multicultural and multilingual communication [1]. Today, neglecting the linguocultural aspects of terminology during international military missions often leads to strategic errors. In the context of globalization and increasing international military cooperation, there is a growing need for military personnel to possess high levels of linguistic, terminological, and cultural competence.

Studying military terms demands not only lexical knowledge but also an understanding of the cultural and mental values embedded within these terms. Consequently, developing linguocultural competence in military language education has become a crucial task. It is now essential to teach foreign languages and military terminology based on a linguocultural foundation. Mastery of both language and culture is a prerequisite for successful international military missions, making the integration of innovative educational approaches necessary to enhance global communication skills among military personnel.

Military terminology reflects not only technical concepts but also national culture and historical contexts. For example, the English term preemptive strike signifies an aggressive

strategy in Western military culture but may carry different connotations in Eastern cultures. Thus, the linguocultural analysis of military terminology is essential for accurate and complete translation.

Linguocultural competence refers to the ability to understand the intrinsic connection between language and culture, to perceive cultural contexts, and to apply this knowledge effectively in communication. In military education, developing this competence:

Enhances the effectiveness of international military communication;

Aids in understanding the specific features of foreign military practices;

Ensures intercultural coordination in military diplomacy and coalition operations.

Core Components:

Linguistic competence: knowledge of military terminology and structures;

Cultural competence: understanding military traditions, mentalities, and values;

Communicative competence: establishing effective communication based on linguistic and cultural knowledge.

The specificity of military terminology lies in its deep connection with national history, customs, and cultural values. For instance, Uzbek terms like sipoh, sarbaz, and qo'shin originate from ancient socio-political structures, while English terms like infantry and cavalry reflect the feudal military class system of the Middle Ages.

Thus, when teaching military terminology, it is important to reveal their historical and cultural roots and to link them to real-world cultural environments to reinforce learners' knowledge and skills.

Intercultural competence enables military personnel to communicate effectively with representatives of diverse cultures. Scholars define military intercultural competence as "knowledge, skills, and abilities in intercultural contexts." It plays a critical role in the success of international military operations by fostering mutual understanding and cooperation.

Military terms are often closely tied to national history, customs, and military culture. Examples include:

Uzbek terms like sarkarda and sipoh, rooted in historical and cultural traditions;

English terms like infantry and cavalry, formed in accordance with their cultural development.

Therefore, it is crucial to teach not only the meaning of terms but also their cultural foundations. Linguodidactic approaches are particularly important in translating military terminology, considering the delicate cultural layers within the language.

#### Recent Trends in Research:

Inclusion of linguocultural modules in educational programs;

Providing information on the origin and cultural context of terms;

Linking terminology with historical events;

Utilizing intercultural role-playing activities (maps, military interaction scenarios);

Conducting terminological analysis with cultural commentary for each term;

Employing multimedia resources (videos, documentaries) to reinforce cultural perceptions;

Applying gamification techniques (cultural quests based on military terms);

Organizing virtual simulations modeling international military training exercises.

#### Project-Based Learning:

Students work in groups to develop projects on the military cultures and terminologies of different countries, integrating language and culture through real examples.

#### Digital Storytelling:

Cultural stories about the history of military terms are created using QR codes, interactive videos, and podcasts, enhancing perception through visual and auditory channels.

Virtual military training, simulators, and game-based tasks allow practical application of terminology. Programs like Blue Max VR realistically simulate scenarios, drawing attention to cultural differences.

#### Challenges Identified:

Lack of linguocultural modules in military translator training programs;

Rapid evolution of terminology and neglect of national cultural connotations;

Communication failures during multinational coalition operations.

#### Pedagogical Effectiveness of Linguocultural Approaches:

By applying linguocultural methodologies:

Student motivation increases;

Practical language usage skills are enhanced;

The success rate of international missions improves.

Research shows that military personnel trained with a linguocultural approach make quicker and more accurate decisions in stressful and unexpected communication situations.

Developing Linguocultural Competence in Military Education:

This approach:

Meets modern demands of military education;

Fosters intercultural communication;

Promotes the development of intercultural communicative competence.

Military personnel should acquire skills such as:

Understanding foreign military etiquette;

Adopting culturally specific communication styles;

Cultivating conciliatory and empathetic approaches.

Training exercises based on case studies, video analysis, and situational problem-solving, reflecting cultural differences, should be implemented.

Recommendations:

Regularly update digital military terminology dictionaries;

Establish intercultural competence certification programs for military translators.

## CONCLUSION

In today's geopolitical environment, studying military terminology from a linguocultural perspective is crucial for enhancing the quality and effectiveness of global military operations. Modernizing military education through innovative technologies, real-world case studies, and cultural theories is a necessity. The integration of linguocultural approaches with innovative methods significantly improves the effectiveness of military education. Future efforts should focus on:

Enriching military curricula with digital and cultural modules;

Providing specialized intercultural methodology training for military instructors;

Expanding linguocultural projects and simulation-based training.

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