

ҚАЗАҚСТАН РЕСПУБЛИКАСЫ ҒЫЛЫМ ЖӘНЕ ЖОҒАРЫ БІЛІМ МИНИСТРЛІГІ  
Л.Н. ГУМИЛЕВ АТЫНДАҒЫ ЕУАЗИЯ ҰЛТТЫҚ УНИВЕРСИТЕТІ  
ФИЛОЛОГИЯ ФАКУЛЬТЕТІ

REPUBLIC OF KAZAKHSTAN MINISTRY OF SCIENCE AND HIGHER EDUCATION  
L.N. GUMILYOV EURASIAN NATIONAL UNIVERSITY FACULTY OF PHILOLOGY



**АХМЕТ БАЙТҰРСЫНҰЛЫ ОҚУЛАРЫ – 2024**  
**“ТІЛТАНУДАҒЫ ТҰЛҒАЛАР”**  
**академиктер Әбдуәли Қайдар, Рәбиға Сыздық,**  
**Шора Сарыбаевтың**  
**100 жылдық мерейтойларына арналған**  
**халықаралық ғылыми-практикалық конференция**  
**МАТЕРИАЛДАРЫ**

Астана қаласы

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### **Akhmet Baytursynuly Readings -2024**

### **PROCEEDINGS**

**of the international scientific and theoretical conference  
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Rabiga Syzdyq and Shora Sarybayev**

**Астана қаласы**

**ӘОЖ 80/81**  
**КБЖ 81.2**  
**А 11**

Баспаға Л.Н. Гумилев атындағы Еуразия ұлттық университетінің  
ғылыми кеңесі ұсынған.

Редакция алқасын басқарған: **Е.Б.Сыдықов**

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С. Жанжігітов**

**А. А. Байтұрсынұлы оқулары – 2024.** “Тілтанудағы тұлғалар” академиктер Әбдуәли Қайдар, Рәбиға Сыздық, Шора Сарыбаевтың 100 жылдық мерейтойларына арналған халықаралық ғылыми-теориялық конференция материалдары. – Астана: Л.Н. Гумилев атындағы ЕҰУ, 2024. – 277 б.

**Akhmet Baytursynuly Readings – 2024.** Proceedings of the international scientific and theoretical conference dedicated to the 100th anniversary of Academicians Abduali Qaydar, Rabiga Syzdyq and Shora Sarybayev.

ISBN 978-601-385-038-2

Л.Н. Гумилев атындағы Еуразия ұлттық университетінде өткізілетін дәстүрлі “Ахмет Байтұрсынұлы оқулары” халықаралық ғылыми-теориялық конференциясы 2024 жылы “Тілтанудағы тұлғалар” тақырыбында академиктер Әбдуәли Қайдар, Рәбиға Сыздық, Шора Сарыбаевтың 100 жылдық мерейтойларына арналды. Мақалалардың мазмұны мен құрылымына авторлар жауапты, жинаққа енген материалдар авторлық редакцияда жарияланды.

ISBN 978-601-385-038-2

ӘОЖ 80/81  
КБЖ 81.2

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## LANGUAGE COMPETENCE: CONTENT AND STRUCTURE

**Аңдатпа.** Мақалада тілдік құзыреттіліктің мәні мен құрылымын зерделеу, нақтырақ айтқанда, құзыреттілік, кәсіби құзыреттілік, тілдік құзыреттілік, кәсіби әлеует, кәсіби тұлға және солардың нәтижесінде терминологиялық құзыреттілік ұғымдары нақтыланды және оның мәнін құрайтын негізгі факторлар қарастырылды. Мақаланың басты мақсаты – студенттердің тілдік құзыреттілігін дамытудың ғылыми-әдістемелік негіздерін айқындау. Маманды дайындау қағидаттары құқықтық білім берудің талаптарымен сипатталады. Бұл талаптардың негізін құқықтық терминологиялық құзыреттілік мәселесі құрайтыны айқындалды. Зерттеу нәтижелері құқықтық терминологияның ғылыми сала ретіндегі жүйелік сипаттарын тереңдетуге, тілдің теориялық және қолданбалық өзге салаларымен байланысын зерделеуге үлес қосады. Құқықтық терминологияның дербес бағыт ретінде дамуына, оның негізгі ғылыми категорияларының нақтылануына теориялық негіздемелер ұсынады. Зерттеуде құқық тілін оқытуда терминологиялық құзыреттілікті қалыптастыру мәселесі аясында отандық және шетелдік зерттеулерге шолу жасалды.

**Тірек сөздер:** құзырет, құзыреттілік, тілдік құзыреттілік, кәсіби тілдік құзыреттілік, заң, құқық тілі, модель.

**Abstract.** The article examines the essence and structure of linguistic competence, specifically clarifying the concepts of competence, professional competence, linguistic competence, professional potential, professional personality, and, as a result, terminological competence. It also analyzes the main factors that constitute its essence. The primary goal of the article is to determine the scientific and methodological foundations for developing students' linguistic competence. The principles of professional training are characterized by the requirements of legal education, which are found to be primarily based on the issue of legal terminological competence. The research findings contribute to deepening the systematic characteristics of legal terminology as a scientific field and studying its connection with other theoretical and applied branches of linguistics. They provide theoretical justifications for the development of legal terminology as an independent field and for clarifying its main scientific categories. The study includes an overview of domestic and international research within the scope of forming terminological competence in teaching legal language.

**Keywords:** competence, competency, linguistic competence, professional linguistic competence, law, language of law, model.

The problem of developing legal terminological *competence* among students of higher educational institutions is characterized by the task of training a specialist in a professional field, in particular professional terminological competence plays an important (determining) role for a specialist with high professional competence, who is ready to serve in his/her field. The processes and types of activities, resources, methods, and content of any professional field are reflected through certain professional concepts and names. It is clear that those concepts and names form the professional vocabulary of the field, including its main lexical fund – terminology.

In this regard, we define the integrative function of the professional lexical system, specifically, professional terminology, because professional terminology, in addition to playing a role that unites the language and the professional sphere, is studied in relation to both and is used in common with

the concept of *professional competence*. It is known that no professional field can be realized without a language – a special vocabulary, and the level of professionalism of industry specialists is determined by the fact that he or she speaks a special language, knows not only professional terms, but also uses them appropriately and participates in the formation of new terms and special vocabulary. At the same time, *professional terminological competence*, except for being an indicator characterizing the professionalism of a specialist, is also taken into account in the formation of the concept of professional potential and is closely related to the problem of *professional socialization*, since the role of *professional communication* in this area is enormous.

The anthropocentric nature of the research focused on the linguistic data of the field of law, because modern language tools have become a tool for creating conflictogenic discourse of social relations. The main symbol of social change is this conflictogenic and legal discourse – between individuals, citizens and authorities, communities and competitors, information “warriors”, representatives of the media, etc.

Such data in our social environment led to the problem of legal language and regulation of mutual social and legal relations of citizens. With the development of communication and private property relations in social networks, researches related to the language of law and legislative issues will undoubtedly increase in importance in our country. It is known that legislative norms and rules are implemented only through language tools (the potential of the language system), which means that the interrelationship and unity of law and language is inevitable. At the same time, in the theory of language, the legal language (legal language) is confirmed by the actual statement that it is a branch of the literary language (for example, A.T. Kaidarov, A.V. Superanskaya, V.A. Tatarinov, S.P. Khizhnyak, etc.).

The problem of legal vocabulary and terms is one of the most important at the state level. To this day, there are problems that attract the attention of scientists and practitioners in the field of language and law, the importance of which is determined by the socially significant nature of the field of law. The development of a scientific justification for these problems or the formation of a research methodology is still at an insufficient level. It is clear that legal vocabulary and terms are a problem of an interdisciplinary nature – they are studied in parallel by linguists and lawyers; of course, the scientific and methodological interweaving of scientists-specialists of these two industries will be beneficial for both industries.

Linguistic competence, including legal vocabulary and terms, is the main indicator of their professional competence in preparing future lawyers for their legislative activities. Therefore, it is a logical decision to take into the research attention of the future specialists who will use it in the study of the legal vocabulary and turn it into a professional tool.

In the study, a review of domestic and foreign research was made within the framework of the issue of formation of terminological competence in teaching the language of law. Based on the works of scientists, theoretical data research and analysis methods were used. The meaning and structure of professional terminological competence of future lawyers was determined based on the study of such fundamental concepts as “*linguistic competence*” and “*professional competence*”. *Professional terminological competence* is the main indicator of the level of general professional training and professional competence of a future lawyer, belonging to professional linguistic competence. It was ensured that the knowledge, knowledge and skills formed in legal terminology are successfully used in professional situations, and characterize the professional terminological competence of the future lawyer.

*Review, analysis, systematization, grouping, formulation, selection of data and examples, comparison of data and examples* for the implementation of the tasks of the research work on linguological conflictology, characteristics of the Kazakh language and the language of law, linguological conflictological potential of the Kazakh language, professional language, competent professional education, professional linguistic competence, pedagogical training used in the study of theoretical data and conclusions, sources related to the formation of the process.

The problem of preparing competitive lawyers-staff in accordance with the requirements of professional education and state development strategies is combined with relevant categories of



today's education field, such as *professional linguistic competence*, *professional language personality*, *professional specialist competences*, *professional competence*; It is important for professional education, pedagogy of higher education institutions, linguistic science and the field of the state language to study them comprehensively in terms of the current demands of the field of law, to determine their meaning and structures, interdisciplinary connections, and their place in the course of the successful development of relevant professional linguistic competences of a professional person. The legal service strategy has been clearly defined in the state development goals since 2022. At the same time, it is necessary to provide specialists in the field of law with a content that can achieve these goals, be competitive, have professional competencies ready to analyze, prevent, fair and prompt resolution of current offenses, prevent their excess, and have language competencies ready to conduct professional communication at a high level. Therefore, in this project, we are guided by the scientific substantiation of linguoconflictological competencies from the point of view of language, legal, pedagogical spheres-linguoconflictological competencies, which are defined as professional competencies that are relevant today for legal personnel, but which are not specially trained at universities, training programs do not purposefully pursue the development of these competencies (because integrative, interdisciplinary connections are not provided).

If the linguoconflictological competencies of future lawyers are based on interdisciplinary communication and are implemented in the context of the content of language and legislative disciplines of an integrative nature, then it is possible to ensure an increase in the professionalism (language, expert) of the personnel potential of the legal sector, the implementation of the strategy of the service state. Because the research conducted until this period was carried out in the linguistic or legislative field and was not considered from the point of view of state strategies, implementation of pedagogical tasks, or from the direction of development of legal personnel in the new formation through relevant competencies

Before defining the concept of *professional terminological competence*, we will focus on the concepts of general *competence* and *professional competence*. *Competence* (skills in a certain field) and *competency* (the state of formation of competences, i.e. their mastery, development) are synonymous terms, for example, in the glossary of the European Educational Foundation (EFO) (1997) the following description is given – *competence and competency* the ability to effectively do certain things; meet the requirements for employment; the ability to perform professional functions.

If we turn to the conclusion of the well-known scientist A.V. Khutorskoy [1], who gave a scientific definition from the point of the field of education, *competence* is a set of interconnected abilities of a person, necessary for quality productive activity and formed within the framework of certain processes (field), – knowledge, skills, abilities related to the activity. *Competency* is a person's mastery of certain competences and expression of his/her personal attitude towards the service.

If we describe definitions in accordance with our study, *competence* means specific professional knowledge, skill, abilities, *competency* is a manifestation of qualitative mastery of those professional competences, the nature of professionalism. In this regard, the issue of the *professional personality* of future lawyers deserves attention, because this aspect is important for structuring the content of our projected pedagogical model. Thus, in special studies [2], the *structure of a professional personality* is defined as follows:

- 1) professional orientation;
- 2) level of motivation for professional achievements;
- 3) professional and personal feature of a specialist.

It is known that the professional personality of the future lawyer (based on the structure of the general professional personality) is mainly based on the stimulating, i.e. motivational component and the interrelated basis of professional knowledge, skills, abilities and personal abilities. Therefore, the motivational component has an important role for the pedagogical model of the development of professional terminological competence. We attribute this component to the type of *dimensional component* within the framework of the model – it is based on determining the level of competence to be evaluated.

We made the following conclusions based on research [3-5] on the concepts of *professional knowledge and professional potential* in the field of pedagogy. Professional knowledge, skills, activity, ability to realize planned goals are indicators of a *developed professional personality*. The components of *professional potential include intellectual, creative, communicative, motivational and operational* (competencies for action implementation) components. Professional potential is generalized abilities, natural and learned qualities that ensure the performance of relevant tasks at a certain level.

If we describe the position of professional terminological competence of future lawyers based on the identified concepts, it can be seen that it is covered by the components of *professional knowledge, skills, abilities*. Professional linguistic competence and professional communication skills are among the special, professional subjects that form the professional personality of the future lawyer and the tasks of professional development. Without these two, it is difficult to talk about a fully formed professional personality of a future lawyer and a graduate of this specialty. At the same time, we noted above that professional communication competence is established as a constituent component of professional potential, along with other important indicators.

Zh.N. Bisenbayeva [6], Zh.Kh. Salkhanova [7], A.B. Tumanova [8] and other Kazakhstani scientists are of the opinion that *competence* is the readiness and ability of an individual to be able to implement his or her knowledge in situations during practical work. At the same time, at all levels of education, we notice the statements that the tasks of professional training and development in its content and structure should be carried out in a continuous manner.

N. Chomsky was a well-known scientist who raised the issue of *competence* in the field of education from the point of view of language theory. In general, in the 1970s of the 20th century, in the USA, and then in Europe, this concept was widely used in relation to the quality of education and individualization of training. Therefore, foreign scientists tend to use the concept of *competence* as a general description of a person (rather than a professional description. Chomsky's statement about *language and competence* is close to our position, because the scientist believes [9] that the concepts of *language knowledge and linguistic competence* belong to two different categories, it is necessary to distinguish between them: *language knowledge* is the *language system*, and *competency* is the *use of language* in specific situations.

It was found that foreign scientists were specially engaged in the problem of *linguistic competence*. Among them are L.F. Bachman, N. Chomsky, R.P. Milrud, S. Moirand, S. Sauvignon et al. For example, French scientists such as S. Muaran, S. Sauvignon [10] attribute to *linguistic competence* the ability to recognize the phonetic-phonological, lexical, morphological and grammatical, syntactic features of the language, the ability to use them in communication. Dutch researcher Jan Van Eck [11] believes that linguistic competence means the ability to grammatically correctly compose and interpret word wrappers, which are formed from the traditional meaning of words (familiar to language owners).

American linguist L.F. Bachman was the one who revealed the structure of linguistic competence. In its structure, the researcher introduced the following competences – *organizational* (formed by grammatical and textual competences) and *pragmatic* (formed by illocutionary and sociolinguistic competences) [12]. As one can see, the *organizational competence* defined by L.F. Bachman includes grammatical and text abilities related to the mastery of the formal structure of the language. These abilities are reflected in the grammatically correct construction of sentences and the ability to turn them into text in a coherent order.

The second type of competence that constitutes linguistic competence – pragmatic competence is closely related to the mutual relations between the communicators using the language and the establishment of relations of a certain contextual nature. From the point of view of professional linguistic competence, illocutionary competence attracted our attention, because it takes into account the situation of communication, and therefore describes the ability to form a speech act; for example, by being able to distinguish the communicative orientation of speech (question, command, request, conclusion, etc.), any communication will reach its goal.

We think that the problem of determining the meaning and structure of the *professional terminological competence* of future lawyers is defined by a number of objective reasons based on the study of the main definitions of the concept of *competence*; let us focus on them and organize the analysis results.

So, the *first causative factor* is the influence of science and technology and public life spheres, which are rapidly developing within the framework of globalization; i.e., as they develop, the results of human intellectual, professional thinking and search activities also increase, language (special lexical tools) allows them to be noted and confirmed, and to form concepts. In our language today, informational, innovative, communicative, digital, etc. thousands of new term words related to industries were formed; in the same way, the spheres of law have also changed, filled with new processes, forms of law – the work of linguistic support for them also goes hand in hand. Developments in the context of globalization have brought news at the international level, the positive and negative consequences of which are still being assessed, and this is a continuous process. Due to the first mentioned factor, the terminological system is characterized by the processes of constant renewal, replenishment, revision, new formation according to the times, increasing its potential. The future specialist needs to take into account these processes and not only know them, but also participate in them, that is, the ability to form relevant competencies is a condition of professionalism.

We believe that the *second causative factor* is related to the change of the current educational paradigm. The transition from the principle of orientation to education in the previous education system to the competence *model of education* has radically changed the attitude towards the meaning of terminology in the process of acquiring educational information (especially in humanitarian subjects). Refuse to memorize the definition content of special names (know the definition by heart) and reach the level of knowledge such as understanding the variety of terminology in modern humanitarian education, looking into the terminological nature of the language. In this regard, intellectual, creative, communicative, technological, etc. the need to clarify, differentiate, study the meaning of terms in the services of industries is increasing. Scientific research related to the definition and study of the function of the term in various genres of professional texts and professional discourse is progressing, and it is the basis for putting the problems of professional communication, establishing their connection with today's digitization technologies, compiling electronic dictionaries of professional vocabulary, and achieving the effectiveness of terminological dictionaries on the agenda.

Based on the data collected by the analysis of the scientific and pedagogical literature, we describe the essence of *professional terminological competence* in Table 1 below using the following conclusions.

Table 1 – Description of the essence of the concept of “terminological competence”

<b>Concept of terminological competence</b>	<b>Presented by the researchers</b>
Readiness (qualification) and competence of a specialist in solving professional tasks and in the competent use of terminology in the course of professional communication	N.V. Bordovskaya, E.A. Koshkina et al.
The ability of a person to mobilize the acquired knowledge and experience in a specific situation	L.Yu. Stepashkina et al.
An independent type of competence, since the constituent part of the terminological potential of a person	N.V. Abramchenko, T.A. Artyushkina, J.E. Ermolaeva, E.G. Skibitsky et al.
The newly formed personality (competence) of the subject of activity, which allows solving functional tasks, forms the essence of professional activity, expresses a systematic manifestation of knowledge, skills, abilities and personal qualities	V.D. Shadrikov et al.
It is a structural part of information competence, because mastering terminology is an important condition for improving the quality of communication	O.M. Tolstykh, O.G. Gribov et al.
A type of organization of special subject knowledge that can ensure effective decision-making in a particular field of activity	T.A. Altukhova, S.A. Ilyinykh et al.

The following are the conclusions that are closest to our research conclusions and the pedagogical experimental research to be carried out regarding *terminological competence*:

1) Readiness (qualification) and competence of a specialist in solving professional tasks and in the competent use of terminology in the course of professional communication;

2) The newly formed personality (competence) of the subject of activity, which allows solving functional tasks, forms the essence of professional activity, expresses a systematic manifestation of knowledge, skills, abilities and personal qualities.

Moreover, there is a constant search for unusual and easy memorable terms designating the very concept of terminological awareness or its derivatives, which resulted in the introduction of such compounds as *terminological potency*<sup>2</sup>, *terminological talent*<sup>3</sup>, *terminological ability*,<sup>4</sup> and *terminological intuition*<sup>5</sup>. The decision to omit the term *terminological competence* from the list is substantiated by the necessity to ease the burden of application of the polysemous concept *competence* at least within the framework of the given paper, restricting its use to the formulation of particular learning outcomes the students have to attain upon completion of specific study courses [13].

The world of legal aid lawyers is largely attractive to researchers as a unique and complex professional group that sits on the periphery of the broader legal profession, the criminal justice system, the voluntary sector, and the welfare State [14].

For a future legal specialist, terminological knowledge and qualifications, the ability to apply it (depending on the branches of law, in the examination of translation, depending on the genre of professional communication, documentation, etc.) is an important type of competence that forms the essence of professional activity, characterizes the potential of a professional personality. The terminological competence of future lawyers, along with special disciplines, should be mastered by them in an integral content – then the level of professional competence will be successfully formed. Terminological competence is the main part of the professional competence of future lawyers, an indicator of professionalism.

Professional terminological competence refers to linguistic competence. The main task of the educational process should be the level at which a future specialist, trained on the basis of professional educational programs for any field, not only knows special vocabulary and terminology related to his/her field, but also is able to use them. Professional terminological competence, in other words, a type of competence that also expresses the level of professionalism of a university graduate or specialist, its professional indicator.

The *principle of competence* in professional education increased the professional orientation of today's educational programs, among these factors is the trilingual policy, which has been implemented in the country since 2005, for this reason, in universities, along with subjects such as Practical Kazakh language, Practical Russian language, Practical English language (mainly aimed at mastering the categories of the *language system*, mentioned N. Chomsky) was additionally introduced subjects of *professional language* as Professional Kazakh language, Professional Russian language. At the same time, the next important factor is that the educational programs of the professions are discussed together with professional guilds and centers, employers, experts and specialists of professional experience, such as “Atameken” National Chamber of Entrepreneurs of the Republic of Kazakhstan, and the actual competence system is proposed by them. Today's future lawyers are also being trained in an educational program based on this *competency principle*. Law enforcement agencies, the judicial system, and requests related to the legislative sphere are also tasks and requirements within the framework of professional linguistic competence. Especially in the period of development of civil society's legal culture, social networks and digital technologies, legal professionals are required to have a high level of linguistic competence.

Due to these factors, the concept of *linguistic competence* is changing and being revised. Nowadays, linguistic competence is considered more in sociolinguistics, psychology of professional communication, professional language teaching methodology than in linguistic science and is explained as a person's ability to speak. *Linguistic competence* is described as a set of specific

knowledge and skills necessary for a person to fully implement speech; as you can see, it relies on the definition of general competence. The resulting conclusion is that professional linguistic competence is the ability to distinguish between the special language and the general language system according to the professional tasks and needs of a specialist, and to use them appropriately and fully.

*Professional terminological competence and professional linguistic competence* are based on the concepts of *competence* and *linguistic competence* described above. These are interrelated concepts, that is, professional terminological competence comes from the scope of professional linguistic competence.

So, defining the meaning of *professional terminological competence*, we have described its structure. However, it should be noted that we distinguish the concept of *professional terminological literacy*. The content of the concept of *professional terminological literacy* is narrower compared to *professional terminological competence*, this concept (literacy) is part of the concept of competence. As defined by the European Educational Foundation, the components of competence are a set of knowledge, skills, abilities. Therefore, only recognition and knowledge of professional terminology characterizes *terminological literacy*, and the ability to use the knowledge in the field of law enforcement, in the analysis, analysis, description of legal regulations, and in the writing of legislative texts, at a high level, determines *professional terminological competence*. Then the following components are reflected in the formation of the concept of *professional terminological competence*: linguistic competence, professional competence, communication competence, types of special functional competence.

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