



THE ESSENCE AND IMPORTANCE OF STRATEGIC COMPETENCE IN TRAINING STUDENTS OF FUTURE TEACHERS OF PRE-CONTRACTION MILITARY EDUCATION

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Annotation. The article talks about the importance of strategic competence in teaching students of future teachers of pre-conscription military training. Strategic competence as one of the significant characteristics of students of future teachers of pre-conscription initial training for successful intercultural communicative activity.

Key words: *teacher, student, formation, professional activity, communicative competence, strategic competence.*

Аннотация. В статье говорится о значении стратегической компетенции при обучении студентов будущих преподавателей допризывного военного обучения. Стратегическая компетенция как одна из значимых характеристик студентов будущих преподавателей допризывной начальной подготовки к успешной межкультурной коммуникативной деятельности.

Ключевые слова: *преподаватель, студент, формирование, профессиональная деятельность, коммуникативная компетентность, стратегическая компетентность.*

Annotatsiya. Maqolada bo'lajak chaqiruvgacha harbiy ta'lim o'qituvchilarning talabalariga o'rgatishda strategik kompetentsiyaning ahamiyati haqida so'z boradi. Strategik kompetentsiya bo'lajak chaqiruvgacha harbiy ta'lim o'qituvchilarning muvaffaqiyatli madaniyatlararo kommunikativ faoliyati uchun harbiy ta'lim talabalarining muhim xususiyatlaridan biri sifatida.

Kalit so'zlar: *o'qituvchi, talaba, shakllanish, kasbiy faoliyat, kommunikativ kompetentsiya, strategik kompetentsiya.*

Introduction. The motivation for this article stems from teaching experiences related to teaching pre-conscription military education students. The article reveals such a problem as the speaking ability of students of pre-conscription military training, associated with their strategic competence. This ability is highly valued in higher education and is considered one of the central factors influencing academic success, as well as in engaging students in sustained growth in subject matter.

The empirical research carried out in this article is exploratory in nature and its main purpose is to examine the development of strategic competence in oral language as it occurs in cases of different communication strategies used to negotiate meaning. This goal was approached through the following research questions:

What types of communication strategies are typical for students studying pre-conscription military education?

How often do they use these strategies in each mode of communication?

Main part. With the transition of the education system of Uzbekistan to new educational standards, including a list of competencies that a graduate must possess, the competency-based approach is recognized as leading in the training of specialists of any profile. Modern society places high demands on university graduates. Availability of such professional competencies as the ability to independently develop a methodology for teaching the subject, use forms and methods of active learning, and be able to organize diagnostic work with students; ensuring sustainable positive results in the educational process are decisive when selecting candidates for a particular position.

Objectively, the question arises about the content of military-patriotic training at a university. The most important role in solving this problem is played by the need to develop communicative competence in general and its components in particular, since communicative readiness, from our point of view, is one of the types of professional readiness for activity.

In modern science, it is customary to distinguish several subcompetencies in the structure of communicative competence; Strategic competence is recognized as one of the most important, since it is this that ensures the ability to resolve problems of various kinds using verbal and non-verbal means. Let us discuss the analysis of the concept of strategic competence in the aspect of the developed problem of teaching students communicative activities. Let us describe the substantive characteristics of the sought concept, through the prism of which we propose a definition of strategic competence and its component composition.

Currently, more and more researchers are paying attention to the problem of studying communicative competence in general and its individual components. This is due to the fact that at this stage the main goal of higher professional education is to develop in graduates the ability to communicate to solve problems of interpersonal and intercultural interaction. Higher education is designed to provide the graduate with a complex of general cultural and professional competencies, which include, in particular, such skills as the ability to construct a speech logically, logically and clearly; ability for written and oral communication in native language. Thus, in the context of the humanitarian, social and general cultural cycles of training future specialists of a new level, competitive in the labor market, training in constructive communicative activities becomes one of the main goals in higher professional education. An analysis of recent studies and publications that examine the issue of the component composition of communicative competence and the place of the strategic component in it has revealed a lack of unanimity in the interpretation of this term, as well as a large number of opinions regarding the content and scope of functioning of strategic competence.

The goal is to analyze some existing points of view on the concept of communicative activity in the aspect of teaching students of future teachers of pre-conscription initial training, paying special attention to communicative competence and the functioning of its strategic component. This is the activity of using communicative competence in the process of perceiving and/or generating speech in order to solve the communicative task of communication in a certain field of activity. Communicative competence is heterogeneous in its composition. One of its basic components is strategic competence, which British linguists M. Canal and M. Swain defined as a set of verbal and non-verbal communication strategies used in cases where certain difficulties arise in communication or it is in danger of breaking.

The study of the initial level of students' strategic competence was carried out on the basis of a long-term model of selecting relevant strategies (Tom Watson's model), which allows us to identify the ability to set realistic goals and select these strategies.

The model includes several components of strategic competence: formal inquiry; choosing goals and determining the desired communication effects; specification of strategies and tactics; analysis of communication effectiveness.

In the process of studying the level of development of strategic competence using Tom Watson's long-term model, the following tasks are realized:

- identifying needs, interests, motives that are realized in interaction with a communication partner. In the course of solving this problem, the partners' interest in each other is formed to resolve strategically important issues;
- setting goals and choosing methods of influence aimed at developing scientific and theoretical knowledge and personal experience in the implementation of professional skills. In this case, the ability to achieve consistency in the choice of means and methods of achieving the goal, the ability to substantiate one's point of view, based on the relationship of business cooperation, develops;
- selection of strategies that allow for a holistic analysis of the situation, actions and motives. The solution to this problem is facilitated by providing students with a variety of strategies, from which the most effective ones are selected to achieve the goal, taking into account the needs of the interacting parties;
- modeling of possible interaction tactics. This task involves the reasonable use of linguistic means, planning of speech actions aimed at achieving the main goal;
- analysis of the experience gained.

The main methods used in experimental work: immersion in a situation, pattern, imitation active teaching method - case study.

The method of immersion in a situation allows you to study a particular problem, identify ways to "mitigate" it, and overcome negative consequences in an effective and economical way. Atypical, new situations for production are also examined in order to predict their role in the development of the enterprise. The point of immersing yourself in an innovative idea is to determine its viability, to justify the resource and financial security of implementing the idea.

The pattern method is directly related to system analysis and includes two blocks of activity: developing a scenario for the development of the situation and building a "tree of goals." The scenario contains a situational analysis and a normative forecast of a particular problem situation, then the logical sequence of events is established. The task of this part of the work is to predict how, based on the current state of affairs, the future state of the situation will gradually unfold.

The second block of the method is the construction of a "tree of goals", a kind of hierarchical structure, which is based on a common goal, branching into subgoals (tasks), which in turn contain new branches - functions, methods of activity and interaction, etc. Thus, the division of a complex problem or situation into smaller ones is carried out until each micro-problem can be comprehensively considered and assessed using criteria developed for each level of the "goal tree".

The pattern method allows students to analyze the needs and interests of professional activity at various levels of its implementation, highlight areas of responsibility and deadlines for solving professional problems.

The essence of the *case study method* is training based on real situations, during which analytical skills are developed that allow students to classify the information received and separate the essential from the unimportant. Practical and creative skills allow you to generate alternative ideas and solutions. Communication skills developed in the process of applying the case study method are manifested in the process of discussion, when it is necessary to convince opponents and defend one's own point of view. The lack of mutual understanding during the discussion creates the need for a careful analysis of the opinions of others and one's own.

As we can see, one of the significant characteristics of students of future teachers of pre-conscription military training for successful intercultural communicative activities is the formation of strategic competence. However, in order for effective communicative activities to become possible, strategic competence must acquire a functional character for students and graduates of future teachers of pre-conscription military education. In my opinion, this is a promising direction in the study of this problem.

The essence of the concepts of “competence” and “strategy” in pre-conscription military training. Currently, the topic of the competency-based approach in the higher education system has become fundamentally important and actively discussed. A number of factors determine the actualization of the competency-based approach in education: environmental problems in connection with the transition to a post-industrial society; dynamism of life processes; a colossal increase in information flows; market mechanisms in society are more actively involved; professional mobility has increased; New professions have appeared, the requirements for them have changed - they have become more integrated, less special.

Due to these circumstances, there is a need to form an individual in pre-conscription military training who knows how to live in new conditions, possessing such qualities as responsibility, stress resistance, creativity, and the ability to take constructive and competent actions in various types of life activities. For successful professional activity, it is no longer enough to obtain a higher education and stop there - there is a need to expand your knowledge, perhaps add information from a completely different area. In this regard, the competency-based approach to educational outcomes forms the core of modern educational reforms, and the implementation of the competency-based approach is considered as a key direction for improving the quality of education.

The competency-based approach is associated with a shift in emphasis from the teacher and the content of education to the student and the expected results of education, which is a manifestation of a significant increase in the focus of the educational process on the student, who must be able not only to reproduce information, but to think independently and be prepared for real life situations, which in ultimately affects its success.

Strategy theory postulates that, other things being equal, success can be explained by the fact that learners use different strategies, consciously influencing the results of their learning. In this regard, the question of teaching students to use various types of strategies becomes relevant. In the context of our article, we are talking about the formation of “strategic competence” as a component of communicative competence.

The goal is to determine the role of strategic competence in pre-conscription military training.

Tasks :

- 1) consider the concepts of “competence” and “strategy”;
- 2) identify the essence and structure of the concept of “strategic competence” in the methodology of pre-conscription military training;
- 3) consider various classifications of strategies;
- 4) determine the role of communicative strategies in various types of speech activity.

The main concept of our article “strategic competence” consists of two equal components “competence” and “strategic (strategy)”. In this connection, in order to understand the content of the concept of “strategic competence” it is necessary to understand the content of its components.

It is believed that one of the first competency-based approaches (from the Latin *competere* to approach, meet, achieve) was proposed by the Scottish researcher J. Raven, who defined competence as a specific ability necessary for the effective performance of a specific action in a specific subject area and including highly specialized knowledge of a special kind subject skills, ways of thinking, and an understanding of responsibility for one’s actions. At the same time, he spoke about the so-called “higher competencies,” which presuppose that a person has a high level of initiative, the ability to organize other people to achieve their goals, a willingness to evaluate and analyze the social consequences of their actions, etc.

Within the competency-based approach, two concepts are distinguished: “competence” and “competence” (from the Latin *competentis* - capable), which are basic for revealing the essence of this approach, but which are interpreted in different sources and by different researchers in different ways.

There are two options for interpreting the relationship between these concepts: the first - these concepts are identified, the second - they are differentiated.

The concept of “competence” first began to be used in the United States in the 60s. 20th century in the context of performance-based education, the goal of which was to prepare specialists capable of successfully competing in the labor market. At the beginning, “student competencies” were reduced to simple practical skills that were formed as a result of “automation of knowledge.” This approach was subject to fair criticism, which was that competencies in the form of practical knowledge were insufficient for the development of creativity and individuality of schoolchildren. It was proposed to distinguish between two concepts: competence and competencies. Competence began to be viewed as a personal category, and competencies became units of the curriculum and constituted the “anatomy” of competence.

In general, in English sources, the following difference is seen between the concepts of “competence” and “competency”: competency - competence in a narrow sense, competence - general competence, i.e. competence.

European sources are characterized by the position of not distinguishing between the concepts of competence/competence, which is also characteristic of most foreign authors. It is presented in the European Training Foundation (ETF) Glossary of Terms, which notes that competence is used in the same sense as competence, namely:

- 1) the ability to do something well or effectively;
- 2) compliance with the requirements for employment;
- 3) the ability to perform special labor functions.

An analysis of domestic scientific literature shows that “competence” and “competence” have differences in content. In the explanatory dictionary of the Russian language, “competence” is interpreted as “the presence of knowledge and experience necessary for effective activity in a given subject area.”

In general, “competence” is understood comprehensively, as a structure made up of various parts - a set of knowledge, skills and abilities necessary to carry out specific professional activities; personality traits; the individual's potential ability to cope with various tasks, i.e. knowledge of problem solving methods and experience in achieving goals, i.e. according to K. Keen's figurative comparison, “competence” is the fingers on the hand (skills, knowledge, experience, contacts, values), which are coordinated by the palm and controlled by the nervous system that controls the hand as a whole. Currently, under the influence of the socio-political situation, one of the most important components of competence is called “the ability to achieve a real goal”, because Without the ability to set meaningful

goals, take risks, take a flexible, creative approach to solving a problem and get results, any teaching loses its vital meaning, and the competence being formed remains only declared in words.

In 1990 In pan-European documents, competencies began to be considered as the desired result of education; basic global competencies were identified, which were postulated as the desired result of education. Among the key competencies that students had to acquire both for successful work and for further education were: communicative competence, the ability to work in a team, creativity, curiosity, tolerance. In 2006, the list of these competencies was specified: “the ability to communicate in native and foreign languages; mathematical competence and basic competencies in science and technology; IT literacy; ability to learn throughout life; social and civic competencies; the meaning of initiative and entrepreneurship, and the ability to live in a multicultural world.” These competencies described a set of requirements for a graduate of an educational institution, which should have allowed him to either continue his studies or start working.

The term “strategy” is used in various fields of scientific knowledge and each has its own specifics, so there is no single definition of this concept.

The word "strategy" comes from the Greek "strategos", which originally meant "cunning" and was used in military terminology, where it meant "the highest branch of military art" and "psychological planning of military operations." Then the term found application in game theory (1944), in cognitive psychology (1956), in management (1960s), and a decade later it began to be used in applied linguistics and linguodidactics. However, despite the existence of deep and interesting research in this area, the phenomenon of “strategy” is still considered to be “not well defined”.

The modern dictionary of foreign words defines strategy as “the art of planning... based on correct, far-reaching forecasts.”

The generally accepted definition of strategy given in the monograph of Council of Europe experts “Common European Competencies in Foreign Languages: Learning, Teaching, Assessment” (Strasbourg, 2001), in which strategy is understood as those means that “the language user uses to mobilize and balance their resources, activation of skills and abilities in order to cope with a specific communication situation and successfully solve a certain communicative task in the most complete and at the same time economical and accessible way in accordance with its goal.” It is indicated that native speakers regularly resort to various communicative strategies when one or another strategy meets the requirements of communication, and, therefore, communicative strategies cannot be treated as a means for smoothing out deficiencies, replenishing missing

language resources and eliminating misunderstandings. The use of communication strategies is proposed to be considered as the application of metacognitive principles - planning, execution, control and correction - to various types of communicative activities: perception, interaction, generation and mediation.

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Despite the generally accepted point of view regarding the unconditionality of the presence of strategic competence in the structure of communicative competence as one of its components, there is still uncertainty regarding the generally accepted concept of “strategic competence”.

The study of various models of the component composition of communicative competence showed that in the concepts of many authors there is strategic competence, which is considered by researchers as an important component of foreign language communicative competence, determining communicativeness.

Strategic competence in general can be characterized as the ability to use strategies in various spheres of human activity, that is, to overcome emerging difficulties and achieve maximum efficiency in its implementation. Accordingly, strategic competence in learning is the ability to overcome various types of learning problems; and in communication, strategic competence is the most important factor in language acquisition.

Strategic competence in mastering pre-conscription military training is defined as the ability to develop various short-term or long-term plans for the use of verbal and non-verbal means of overcoming difficulties in communication and learning / assimilation, which is called upon to come into action whenever there is a need to find solutions to actual or anticipated problems in during communicative or educational activities, both at a conscious and subconscious level.

In order to acquire strategic competence, the user must:

- know - verbal and non-verbal strategies to fill gaps in user code knowledge;
- be able to realize speech intention when difficulties arise in the use of linguistic means;
- own - compensation strategies.

In accordance with the various categories of strategies, it distinguishes

- compensatory, discursive and educational strategic competence, which are closely interconnected, capable of performing a double and triple role; they perform at the same time
- as educational and compensatory (linguistic conjecture, description, over-generalization and over-simplification),
- as compensatory, discursive, social (all cooperative compensatory strategies - requests for help, support of the interlocutor, changing the topic) and sociocultural,
- both educational and discursive (all discourse strategies when teaching dialogic speech are educational);
- universal strategies;
- macro strategies.

As we can see, one of the significant characteristics of students of future teachers of pre-conscription initial preparation for successful intercultural communicative activities is the formation of strategic competence. However, in order for effective communicative activity to become possible, strategic competence must acquire a functional character for students and graduates of future teachers of pre-conscription initial training. In my opinion, this is a promising direction in the study of this problem.

Strategic competencies in teaching pre-conscription military students.

Being a strategist may mean something different than acting strategically. The second has more to do with what we do, and the first has more to do with what we are capable of. From a “what we can do” perspective, an interesting perspective is to look at “strategic competencies.”

Strategic competencies enable educators and learners to take positions and act in highly dynamic contexts that present ever-changing challenges to achieving their goals. The absence of the above competencies negates the ability to adapt to such changing conditions, leading to increased marginalization. Strategic competencies go beyond the “how to” approach. Perhaps they can be compared to a game of chess. Winning a game means much more than simply applying the established rules of the game. There is no definite course of action that can be planned in advance due to the many uncertainties regarding the other player's actions. Playing chess means knowing the rules of the game, as well as the ability to apply proper experience, the ability to develop and constantly adapt scenarios, and much more.

Strategic competencies play an indispensable role in our ability to think and act strategically. With strategic competencies, not only pre-military educators, but also managers, planners and policymakers will be able to make contextualized decisions tailored to the dynamics of a particular situation. Despite this,

strengthening strategic competencies is not a common approach to capacity development in teaching development. There is a tendency to enforce stricter external standards and to train people on how to do “tricks.”

Strategic competencies enhance independence, which enables educators to contextualize their decision making by navigating the different features of the situation in which they are involved.

I believe that strategic thinking is somewhat of an umbrella concept for a number of strategic competencies. Strategic thinking at the organizational level provides the context in which individual strategic thinking can emerge and influence the entire learning system. Institutional leaders need to create structures, processes and systems that promote ongoing strategic dialogue and harness the ingenuity and creativity of individual educators with engaged learners.

A number of strategic competencies are simply listed below. The review is not intended to be complete, and one cannot help but notice that there are overlaps between the various categories, but it gives an idea of what was said above:

- Conceptual and visual thinking competencies
- Metacognitive competencies
- Competencies of historical thinking
- Competencies in hypothetical thinking
- Systems thinking competencies
- Intentional-focus competencies
- Intellectual opportunistic competencies
- Strategic leadership and communication competencies

Strategic competencies are, in part, more about the art of relationships than about skills, abilities, and experience. This makes it less tangible in terms of potential development. This may be one reason why we have seen a tendency to focus capacity development on helping learners perform specific tasks. Incorporating a focus on strengthening strategic competencies broadens the perspective of capacity development processes. This highlights the understanding of capacity development as much more than just learning.

In an increasingly globalized world in which languages are widely used across national borders and in settings where no interlocutor is a native speaker, intercultural communicative competence (ICC) has become the goal of second language teaching. The ICC consists of five sub-competencies - grammatical competence, discourse competence, sociolinguistic competence, strategic competence and intercultural competence. The first three competencies are directly related to linguistic knowledge, while the last competency involves an individual's ability to effectively navigate cultural differences in interactions. The remaining competency, strategic competency, is unique in that it relates to the ability to

effectively use strategies to improve understanding and solve communication problems.

Rebecca Oxford has developed a Learning Strategies Inventory in which she identifies 50 strategies that fit into six categories. Six categories:

1. Memory strategies
2. Cognitive strategies
3. Compensation strategies
4. Metacognitive strategies
5. Affective strategies
6. Social strategies

The different strategies support each other in preparing students to face the complex task of learning to communicate using an alternative language and cultural code.

Competence is defined by the Oxford Dictionary as “the ability to do something successfully or effectively.” Vocabulary.com defines competence as “the quality of being adequately or highly proficient physically and intellectually.” We can think about competence at the personal level, the skills a person brings to the task at hand, or at the organizational level. At the organizational level, competencies are the skills, processes, or knowledge that a teacher possesses. In other words, competencies are what a teacher does exceptionally well.

From a strategic point of view, only a very select group of competencies are relevant. These are variously called core competencies, distinctive competencies, or strategic competencies. Some people puzzle over the distinction between what might be called core, differentiating, or strategic competencies, but any differences in the definitions of these three terms are immaterial. Therefore, we can use these three terms interchangeably.

Strategic competence is what sets a teacher apart from other teachers in their ability to meet learning needs. To qualify as a strategic competency it must:

- 1) be a skill, process or knowledge possessed by the teacher,
- 2) have value for the learner
- 3) it will be difficult for other teachers to repeat it.

Strategic competence must be a skill, process, or knowledge that the teacher possesses. It determines the way in which the teacher carries out his intended teaching activities. This is not part of the training, but it may be the knowledge needed to develop specialized training or use the educational process in a particular way.

Strategic competence must create value for the learner. As discussed above, a teacher can have many competencies, but only those that create value for the student have the potential to become strategic competencies. An institution that has

the ability to maintain curriculum and organization is competent, but it is unlikely to be strategic. A culture that values teamwork and collaboration is not a strategic competency in itself, but can support a competency such as development speed. Strategic competence allows the teacher to better meet the specific needs of the students.

Strategic competence should be difficult to duplicate by other teachers. If a teacher is just one of many teachers who have certain skills, this is not a strategic competency. If a skill or knowledge can be quickly imitated by others, it is not a strategic competency. To become a strategic competency, it must be unique or sufficiently unique.

Strategic competencies are the skills or knowledge that underlie or create competitive advantage. Competitive advantage is the ability of a teacher to provide greater value to meet the needs of learners. In some ways, strategic competencies and competitive advantages can be seen as opposite sides of the same coin. Strategic competencies are the teacher's ability to create greater value for learners; Competitive advantage is the perception on the part of the student of greater value being provided.

One of the key goals of strategic planning is to identify the most important strategic competencies (or competencies) and then identify and allocate resources and activities that will support their further development. By doing so, the teacher creates opportunities to provide value to the learner and a competitive advantage over other potential sources of information.

Do you, as a teacher, understand your strategic competencies? Does your plan focus on further developing these strategic competencies?

From a psycholinguistic perspective, strategies are verbal plans used to prevent communication breakdowns. In other words, to achieve the purpose of communication, the speaker must prepare what to say by identifying aspects in the speech that may create difficulties for the listener to understand the message. For example, a speaker may decide not to discuss certain topics that he or she cannot explain well, or use a different word to replace unfamiliar vocabulary.

The interactional perspective views strategies as collaborative attempts to correct failures in communication. The speaker may ask for help in finding the correct term for an object by describing it or using other similar terms. While the first view views strategies as plans to prevent a communication breakdown, this view views strategies as ways to correct a communication breakdown once it has occurred during a communication event and with the help of the interlocutor.

Finally, from a continuity or maintenance perspective, communication strategies are seen as ways of continuing a conversation despite a lack of linguistic competence or problems such as hesitation or refusal to answer a question.

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