TEACHING MILITARY TERMINOLOGY IN A DIGITAL ENVIRONMENT THROUGH ADAPTIVE LEARNING TECHNOLOGIES

Madina Norboeva
Senior Teacher, Department of Languages, Institute of Ground Forces,
University of Military Security and Defense of the Republic of Uzbekistan;
Independent Researcher, Chirchik State Pedagogical University
norboyevamadina59@gmail.com +998992916566

Abstract: This article analyzes the role and significance of adaptive learning technologies in teaching military terminology within a digital educational environment. It substantiates the necessity of an individualized approach in the process of mastering military terms and highlights the possibilities of using artificial intelligence-based platforms. The research findings demonstrate that adaptive technologies can enhance the effectiveness of education.
Keywords: adaptive learning, military terminology, digital education, artificial intelligence, linguocultural competence, individualized approach.
Аннотация: В данной статье анализируется роль и значение адаптивных образовательных технологий при обучении военной терминологии в цифровой образовательной среде. Обосновывается необходимость индивидуализированного подхода в процессе освоения военных терминов, а также рассматриваются возможности использования платформ, основанных на искусственном интеллекте. Результаты исследования показывают, что адаптивные технологии способствуют повышению эффективности обучения.
Ключевые слова: адаптивное обучение, военная терминология, цифровое образование, искусственный интеллект, лингвокультурная компетенция, индивидуализированный подход.
Annotatsiya: Mazkur maqolada raqamli ta’lim muhitida harbiy terminologiyani o‘qitishda adaptiv o‘qitish texnologiyalarining o‘rni va ahamiyati tahlil qilinadi. Harbiy terminlarni o‘zlashtirish jarayonida individual yondashuv zarurligi asoslab beriladi hamda sun’iy intellektga asoslangan platformalardan foydalanish imkoniyatlari yoritiladi. Tadqiqot natijalari adaptiv texnologiyalar ta’lim samaradorligini oshirishini ko‘rsatadi.
Kalit so‘zlar: adaptiv o‘qitish, harbiy terminologiya, raqamli ta’lim, sun’iy intellekt, lingvomadaniy kompetensiya, individual yondashuv.

Introduction

The modern education system is undergoing a process of digital transformation. In particular, the teaching of foreign languages and the acquisition of military terminology in military educational institutions require new pedagogical approaches. Military terms differ from other types of terminology due to their complexity, precision, and cultural load [1].

Traditional teaching methods often offer a uniform approach to all learners, which does not take individual differences into account. As a result, some learners may struggle to master terminology quickly, while for others the process may become monotonous and unengaging. Therefore, the introduction of adaptive learning technologies is considered one of the most pressing issues.

Adaptive learning technologies are an approach based on presenting educational materials in an individualized manner, tailored to learners’ knowledge level, abilities, and learning pace [2].

Literature Review and Methodology

Modern research emphasizes that artificial intelligence-based platforms enable the analysis of learners' errors, the assessment of their knowledge levels, and the provision of tasks appropriate to their needs. This contributes to making the teaching process more effective.

From the perspective of a linguocultural approach, it is important to consider not only linguistic knowledge but also the cultural context in teaching military terminology [3].

The main advantage of adaptive learning technologies is their ability to ensure an individualized approach. This is especially important in military educational institutions, where learners have varying levels of preparedness.

At the same time, there are certain challenges in implementing these technologies, including:

lack of technical resources;

insufficient digital competence of teachers;

the need to adapt platforms.

However, by addressing these issues step by step, it is possible to effectively implement an adaptive learning system.

Research findings indicate that adaptive learning technologies demonstrate high effectiveness in teaching military terminology. This approach enables the organization of the educational process by taking into account learners' individual characteristics [4]. Furthermore, adaptive technologies serve as an important tool in developing linguistic and cultural competence. In the future, it is advisable to further improve these technologies and widely implement them in the military education system [5].

Results

This approach to teaching military terminology is based on the following theoretical foundations:

Individualization: Learning materials are provided according to each learner's level of knowledge.

Adaptivity: The learning process changes depending on the learner's pace and level of difficulty.

Interactivity: Learners actively participate through digital platforms.

Digital Platforms in Teaching Military Terminology

Due to the complexity and multidimensional nature of military terminology, digital platforms are widely used in its instruction. For example:

Multimedia resources: Videos, audio, and graphical materials help explain the meaning of terms.

Virtual simulations: Military situations are modeled to demonstrate the practical application of terminology.

Online tests and exercises: Learners' knowledge is regularly assessed.

The implementation of adaptive learning technologies in military educational institutions is carried out in the following areas:

Linguistic training: Use of specialized electronic dictionaries and glossaries for mastering military terminology.

Interactive courses: Online platforms offering courses in military terminology.

AI-based systems: Programs that analyze learners' knowledge levels and provide personalized materials.

Several challenges may arise when introducing adaptive learning technologies:

Lack of technical infrastructure: This can be addressed by expanding access to modern computers and internet networks.

Teacher preparedness: It is necessary to involve instructors in professional development courses on digital technologies.
Terminological complexity: The polysemy and complexity of military terms require specialized methodological approaches.

Discussion

In the context of globalization and digital transformation, developing the linguistic and cultural competence of military personnel is a pressing issue [6]. In military education, this competence contributes not only to language acquisition but also to broadening cadets' cultural thinking and enhancing global communication capabilities [7,8]. Artificial intelligence and digital technologies make this process more effective and motivating.
The use of AI and digital technologies in teaching Uzbek military terminology accelerates language learning and facilitates a deeper understanding of cultural context.
Linguistic and Cultural Significance of Military Terminology
1. Pedagogical aspects:
Interactive platforms (e.g., Moodle, Google Classroom) are effectively used in teaching military terminology.
AI-based adaptive learning systems adjust to learners' individual abilities.
Gamification increases motivation.
Military terminology reflects national history, culture, and social values.
Through learning terminology, cadets acquire not only language but also national identity.
Chatbots and virtual instructors provide real-time practice opportunities.
2. Psychological aspects:
VR simulations are used to reduce cadets' stress levels.
Real-time feedback via AI increases learners' confidence.
Cultural context ensures psychological stability in developing linguistic and cultural competence.
Automated language analysis tools explain semantic and pragmatic features of terms.
Simulation and VR technologies enable practice in combat-like situations.
Mobile applications provide military dictionaries and interactive exercises.
Gamification enhances motivation and effectiveness.
Multimodal methods (audio, video, text) improve retention [9].
Collaborative learning via interactive platforms strengthens linguistic and cultural competence.
3. International experience:
NATO and U.S. military academies use AI-based terminological simulators.
China and South Korea apply mobile applications to teach military vocabulary.
Adapting these practices to Uzbekistan's context enhances linguistic and cultural competence.
4. Advantages of innovative methods:
Multimodal learning improves retention rates.
AI-based testing systems enable rapid assessment.
Simulation-based training prepares learners for real-life situations.

Conclusion

Adaptive learning technologies in digital environments enhance the effectiveness of teaching military terminology, address learners' individual needs, and equip them with modern military knowledge. This approach contributes to the further development of the military education system.

The use of artificial intelligence and digital technologies in teaching Uzbek military terminology is an effective means of improving linguistic and cultural competence. Innovative methods deepen learners' knowledge, facilitate understanding of cultural context, and modernize the military education process. Adapting international experience to the national education system ensures the advancement and modernization of military education.

REFERENCES:

1. Decree No. PF-158 on the Implementation of the "Uzbekistan–2030" State Program. Available at: https://lex.uz
2. Sarsenbaeva, Z. J. (2021). Pedagogical Peculiarities of Forming Linguocultural Competence of Higher Education Students in Karakalpakstan, 7(6), 161–166.
3. Kurganov, A. (2024). Semantic Features of Military Terms in the English and Uzbek Languages.
4. Nurmonov, A. (2020). Cultural Aspects of the Uzbek Language. Tashkent.
5. Musurmanova, Sh. Q. (2022). The Process of Military Terms Entering Linguistics and Lexicography. , No. 46, 335–339. Tashkent.
6. Batmanov, I. A. (2010). Military Terminology and Its Development. Moscow:
7. Ishmukhamedov R., Abduqodirov A., Pardaev A. Innovative Technologies in Education. – Tashkent: Iste'dod Publishing House, 2013.
8. Azizkhojaeva N.N. Pedagogical Technology and Pedagogical Mastery. – Tashkent: TSPU Publishing House, 2012.
9. Khodjaev B.Kh. General Pedagogy: Theory and Practice. – Tashkent: Sano-standart, 2017.