

IMPROVING THE TEACHING OF FOREIGN LANGUAGE IN A MILITARY EDUCATIONAL INSTITUTION

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ABSTRACT:

This article discusses the specifics of teaching a foreign language, the main aim of which is to develop communicative competence of the learners. It also emphasises the need for a humanistic approach to learning, which creates positive conditions for the active development of personality.

Keywords: motivation, cross-cultural communication, foreign language, humanistic approach, teaching methods, cooperation, person-centred learning.

INTRODUCTION:

Huge social transformations and rapid scientific and technological progress are placing ever greater demands on learning and education. Under these conditions, it is becoming more and more important for all people to develop an active life attitude in work and learning. The foundations for such education primarily are laid through the daily educational work of teachers with students. Teaching a foreign language in a military educational institution is currently particularly relevant, as changes in the nature of education are increasingly orienting it towards the development of creative initiative, independence of future specialists.

Studying a language and culture at the same time not only effectively provides practical, general educational and developmental goals, but also contains

significant opportunities for creating and maintaining learner motivation.

The formation of positive motivation should be considered by the teacher as a special task. Motives is known to be related to the cognitive interests of learners, the need to acquire new knowledge, skills and abilities. But the first and natural need of foreign language learners is communication. In order to create a conducive climate that orientation learners towards communication, it is necessary to choose forms of study that will stimulate the activities of the learners.

Studying a foreign language has its own specific characteristics, since, unlike other subjects, the main aim of teaching is to develop the communicative competence of the learners. The specific nature of this subject is that, firstly, language - mother tongue or foreign language - serves as a means of communication, a means of receiving and transmitting information about the reality surrounding social life.

Secondly, the subject expands the understanding of a country's foreign-language culture through language and general outlook. The study of a foreign language enables cadets to acquire the means of perceiving and expressing thoughts about objects, phenomena, their connections and relationships through a language that is new to them and which comes in two forms: oral and written. Mastering these forms of communication should be part of the communicative goal of foreign language teaching.

Thirdly, language, as a means of communication, needs to be "kept in working order", i.e. always ready to be used in the situations in which communication arises. Mastery of this discipline is associated with purposeful practice in the use of acquiring material in oral and written forms of communication.

Nowadays, the global goal of mastering a foreign language is considered to be the introduction to a different culture and participation in the dialogue of cultures. This goal is achieved by developing the ability to cross-cultural communication. It is the teaching, organized on the basis of communicative tasks, of teaching foreign language communication, using all the tasks and techniques necessary for this, that is the hallmark of a foreign language lesson.

The activity-based essence of communicative language learning is realized through a humanistic approach to studying. With this approach, positive conditions are created for the active and free development of the individual in the activity. In general, these conditions are reduced to the following:

- Learners get the opportunity to freely express their thoughts and feelings in the process of communication;
- Each participant of the communication remains in the focus of the others' attention;
- Participants of the communication feel themselves in safety from criticism, prosecution for mistakes and punishment.

A humanistic approach means that learning is a process of cognitive activity during the lesson.

Teaching foreign languages should implement the principle of continuous language education in the field of foreign language learning, which corresponds to the contemporary needs of the individual and society.

The objectives set for the subject "Foreign language" should be solved by a

methodically competent teacher who knows modern technologies of teaching a foreign language, who knows the psychological and pedagogical characteristics of the learners.

In order to achieve these objectives, it is necessary to:

1. Creating an atmosphere of mutual understanding, mutual assistance, and interest of each learner as a result of their activities.
2. Collective interaction (individual, pair, group work).
3. Personality-oriented communication (taking into account learners' interests, personality traits and psychological characteristics).
4. Limitations of the amount of assimilable material.
5. Conscious language acquisition when learning to communicate.
6. A large number and variety of techniques (communicative, creative games, competitions, discussions, films, presentations, visuals, projects, use of information technology, handouts).
7. Communication density (clear lesson planning, high pace of lessons).
8. Communication condition at a lesson (psychological comfort, attitude to communication, understanding of the subject of speech and interest in it).

Learners vary in their level of formation of skills and abilities of speaking, reading, listening, writing, in their creative potential, ability to communicate. The main methods of the technology of personality-oriented learning are the following::

- Collaborative learning methods;
- Project methods;
- Multi-level training;
- Modular training.

Collaborative learning is considered to be the most effective and efficient. The main idea of the technology is to create conditions for active joint learning activities of students in

different learners and to work on a joint project. This is a new approach to the subject, where the emphasis is on independent cognitive interest. The following positive aspects of this type of work can be noted:

1. Increasing the overall motivation of trainees. Projects are a personal-oriented type of work. During its preparation, learners study interesting topics for themselves.
2. Increasing the importance of the foreign language as a means of communication. After all, in the future they may find themselves in a situation where they need to describe their town, hobby, job, book, problems of any kind, and project work prepares them for this.
3. Educational and upbringing value. Students develop their cognitive activity and imagination, they learn how to conduct discussions, lectures and public speeches in English, work out the ability to argue their point of view and to develop their thesis. This approach implies taking into account psychological and pedagogical tasks.

Collaboration between the learner and the teacher, the creation of a creative microclimate, is an indispensable basis for humanistic-personal technology. It should be borne in mind that pedagogical influence is always unidirectional (teacher-cadet) and that collaboration and interaction are multidirectional (cadet-teacher, teacher-cadet, cadet-cadet). This technology deserves attention, because it satisfies the need to communicate with each other and with the teacher. This learning process brings out three sides of communication:

1. Informative (transmission and exchange of information);
2. Interactive (organization of interaction in joint activities);

3. Perceptual (perception and understanding of a person by a person).

The methods of interactive learning include "round tables", discussions, seminars, debates, presentations, project defense, where, as a rule, after studying a voluminous and significant topic independently in the course of a collective discussion, the results are summed up. Learners make presentations with reports, essays, projects, studies and scientific-practical abstracts. All additional information and knowledge is reflected upon and processed at lessons, then it is comprehended and presented in essays for further presentation at research conferences. The relevance of the topic is taken into account when writing the abstracts.

This approach to the problem of teaching foreign languages gives learners the opportunity to:

- apply the acquired knowledge in practice;
- improve the quality of language knowledge;
- use a foreign language as a means of real communication (e-mail, internet, business correspondence, etc.);
- be able to work rationally with a dictionary, electronic dictionary, periodicals in a foreign language;
- overcome difficulties in communication;
- become competent specialists, creative people and patriots of their country.

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