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T.V. Khanzhina

STUDYING MILITARY TERMINOLOGY DURING INDEPENDENT WORK

Abstract. The expansion of military-technical cooperation between Russia and other states has increased the requirements for linguistic training of military specialists. An important factor in the formation of communicative competence is knowledge of military terminology. The article discusses methods of teaching military terminology during independent work of cadets: multimedia technologies, gaming and interactive tasks, video materials. The author analyzes the advantages of these techniques and methods of teaching lexical means of communication, considers tasks that can be used in the process of independent work.

Keywords: military terminology, communicative competence, visualization, multimedia technologies, video materials, interactive tasks.

Т.В. Ханжина

ИЗУЧЕНИЕ ВОЕННОЙ ТЕРМИНОЛОГИИ В ПРОЦЕССЕ САМОСТОЯТЕЛЬНОЙ РАБОТЫ

Аннотация. Расширение военно-технического сотрудничества России с другими государствами повысило требования к лингвистической подготовке военных специалистов. Важным фактором формирования коммуникативной компетенции является знание военной терминологии. В статье рассматриваются приемы обучения военной терминологии во время самостоятельной работы курсантов: мультимедийные технологии, игровые и интерактивные задания, видеоматериалы. Автор анализирует преимущества указанных приемов и способов обучения лексическим средствам общения, рассматривает задания, которые могут быть использованы в процессе самостоятельной работы.

Ключевые слова: военная терминология, коммуникативная компетенция, наглядность, мультимедийные технологии, видеоматериалы, интерактивные задания.

The main goal of teaching a foreign language at a military university is the formation and development of communicative competence necessary for professional communication. A key role in the professionally oriented training of future military specialists is played by special professional vocabulary, i.e. military terminology.

Military terminology as a special layer of vocabulary is constantly developing and enriching. Studying the rules and methods of word formation, the compatibility of terms, the formation of terminological phrases, the ability to divide a term into its component components, determine their role and meaning helps a military specialist to avoid mistakes associated with their use and translation into Russian. Knowledge of military terminology is necessary for reading military-technical literature – articles in magazines, newspapers, reference books in a foreign language - and extracting the necessary information.

A.N. Shchukin believes that mastery of professional vocabulary is a necessary condition for an adequate understanding of the information received and transmitted in the course of professional communication [1].

When teaching military terminology, much attention should be paid to the active independent work of cadets. Independent work is one of the main components of educational activities. It is carried out on the instructions of the teacher, but without his direct participation. Independent work makes the process of developing foreign language communicative competence continuous and develops self-education skills among cadets. When completing tasks, the cadet learns to think, analyze, take into account conditions and solve emerging problems.

According to P.I. Pidkasisty, independent work of cadets is an activity that presupposes their maximum activity in relation to the subject of activity, to the material being mastered, which ensures its strong assimilation [2].

For strong mastery of a term, its repeated repetition in different contexts is required: its inclusion in all types of exercises and texts aimed at mastering a lexical unit and testing the ability to use it in oral and written communication.

At a military university, in parallel with mastering the specialty program, cadets perform official duties. Under these conditions, an insufficient number of hours are allocated for mastering military terminology. We believe that an important task of the teacher is to find effective methods and techniques to optimize the process of teaching terminology and develop the linguistic competence of the future officer.

As an example, let's look at some techniques for working on military terminology on the topic *«Die Panzerhaubitze 2000»*. These tasks can be performed by cadets both in class and during self-study. Interactive multimedia presentations are an effective way to work on vocabulary. These programs, thanks to the didactic potential inherent in them, contribute to the rapid memorization of new terms. In this way, one of the main didactic principles of teaching is implemented – the principle of visibility.

A.S. Lazareva notes that the technological capabilities of modern multimedia can provide maximum interactivity and, therefore, are most preferable for improving the quality of foreign language teaching in a non-linguistic university in the almost complete absence of an authentic language environment. Multimedia in many respects today overlaps the capabilities of other means [3, p. 56].

Educational material that is difficult to memorize is arranged compactly in diagrams and tables; highlighting semantic supporting ideas contributes to a more productive assimilation of key information. The more difficult the educational material is to perceive, the more important visual supports become.

Technische Daten	
Hauptbewaffnung	155-mm-Haubitze
Sekundärbewaffnung	ein Maschinengewehr , 8 Granatgewehre
Feuergeschwindigkeit	20 Schuss in 2 Minuten
Kampfbeladung	60 Geschosse
Gefechtsgewicht	55 800 kg
Besatzung	3-5

Picture 1 – Presentation slide «Die Panzerhaubitze 2000».

Experience shows that the use of multimedia in teaching vocabulary optimizes the acquisition of lexical units, since the number of channels for receiving information and the brightness of its presentation increases. Visualization of educational information contributes to more intensive assimilation of the material and guides the search for systemic connections and patterns [4, p. 135].

It is quite effective to interpret a new term based on the internal form of the word, i.e. explanation of the meaning of a word as a whole from knowledge of the meaning of its structural components. To do this, you can offer the cadets several words with the same root and gradually lead him to understand the meaning of the desired word.
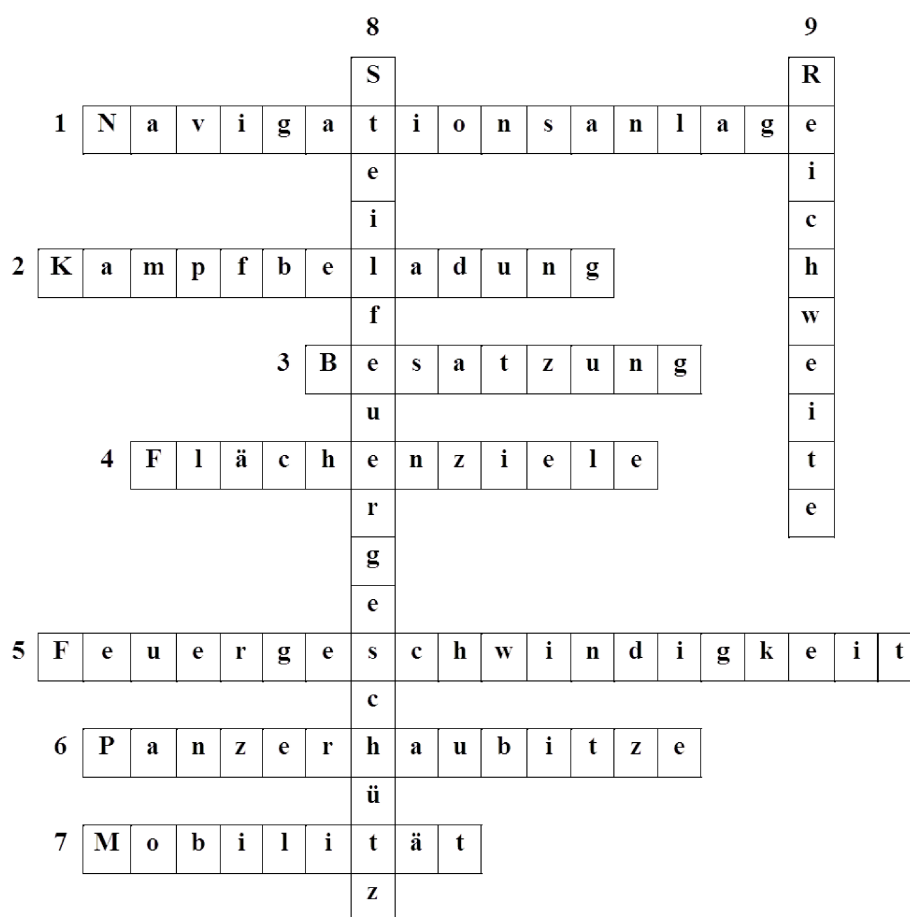
Picture 2 – Presentation slide «Die Panzerhaubitze 2000. Lexik».

Many scientists involved in teaching methods of lexical means of communication pay attention to the effectiveness of using the game method. Game lexical exercises allow you to organize training and activation of lexical units. The developmental value of the game is the work of imagination, attention, thinking, and memory.

An educational game, according to K.A. Shishkanova, *«this is an activity that gives rise to intellectual and emotional satisfaction»* [5, p. 361]. Using this method not only increases motivation and reduces fatigue, but is also an excellent way to learn vocabulary while working independently.

A crossword puzzle is a gaming technique that activates mental activity. Solving crossword puzzles develops semantic guesswork, flexibility and fluency of thought, and intellectual independence. Crosswords can be used to reinforce educational material, expand vocabulary, and practice spelling lexical units when learning new material.

Picture 3 – Crossword «Die Panzerhaubitze 2000».

Many scientists involved in teaching methods of lexical means of communication pay attention to the effectiveness of using interactive tasks. Recently, interactive tasks have been widely used to teach military terminology. The meaning of such tasks is "to maximize the transfer of learning initiative to the student himself, as well as to learn in collaboration" [6, p. 83].

When performing such tasks, students' activities are creative, productive and exploratory in nature. These methods stimulate cognitive interests, help intensify the learning process and increase motivation. Game techniques in practical classes can level out the tension in the relationship between students and the teacher, help create an atmosphere of interaction, bring the learning process as close as possible to the practical activities of students, while honing their ability to work in a team.

Interactive tasks are effective for teaching lexical means of communication and for developing speaking and interpreting skills. These are group *«snowball»* type tasks aimed at expanding the capacity of RAM and speed of reaction. The cadets, one by one, translate what they heard from their neighbor into another language and add another word to the "snowball". Another version of this task is for the cadet to repeat the neighbor's phrase, adding a word or phrase to it.

Die PzH 2000 ist ein Standardgeschütz der Bundeswehr.

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An effective way to teach military terminology is to use video materials. Listening should be considered not only as a process of extracting information. In the linguistic aspect, authentic video materials are characterized by the originality of vocabulary. They contain stable phrases, phraseological units, terms and terminological phrases.

Video materials create the illusion of a natural speech environment. When watching a video, auditory-visual synthesis occurs, which contributes to the development of skills and abilities to perceive speech by ear and stimulates oral communication, which occurs in the form of expressing one's own opinion, attitude, searching for arguments, facts and evidence. Practical experience proves that a student remembers information that he hears and sees five times better than that which he only hears.

Thanks to the use of video materials, cadets have the opportunity to get acquainted with samples of military equipment, their design, transportation, and use at training grounds.

Picture 4 – Film fragment «Die Panzerhaubitze 2000».

Films that contain fragments explaining the principle of operation of a weapon and containing military terms are very popular. Visuals contribute to a better understanding and

assimilation of both facts and linguistic features of speech in a specific context. The visual support of a foreign language sound sequence sounding from the screen contributes to a more complete and accurate understanding of its essence. In addition to the content side, the video text contains very important visual information [7, p. 67].
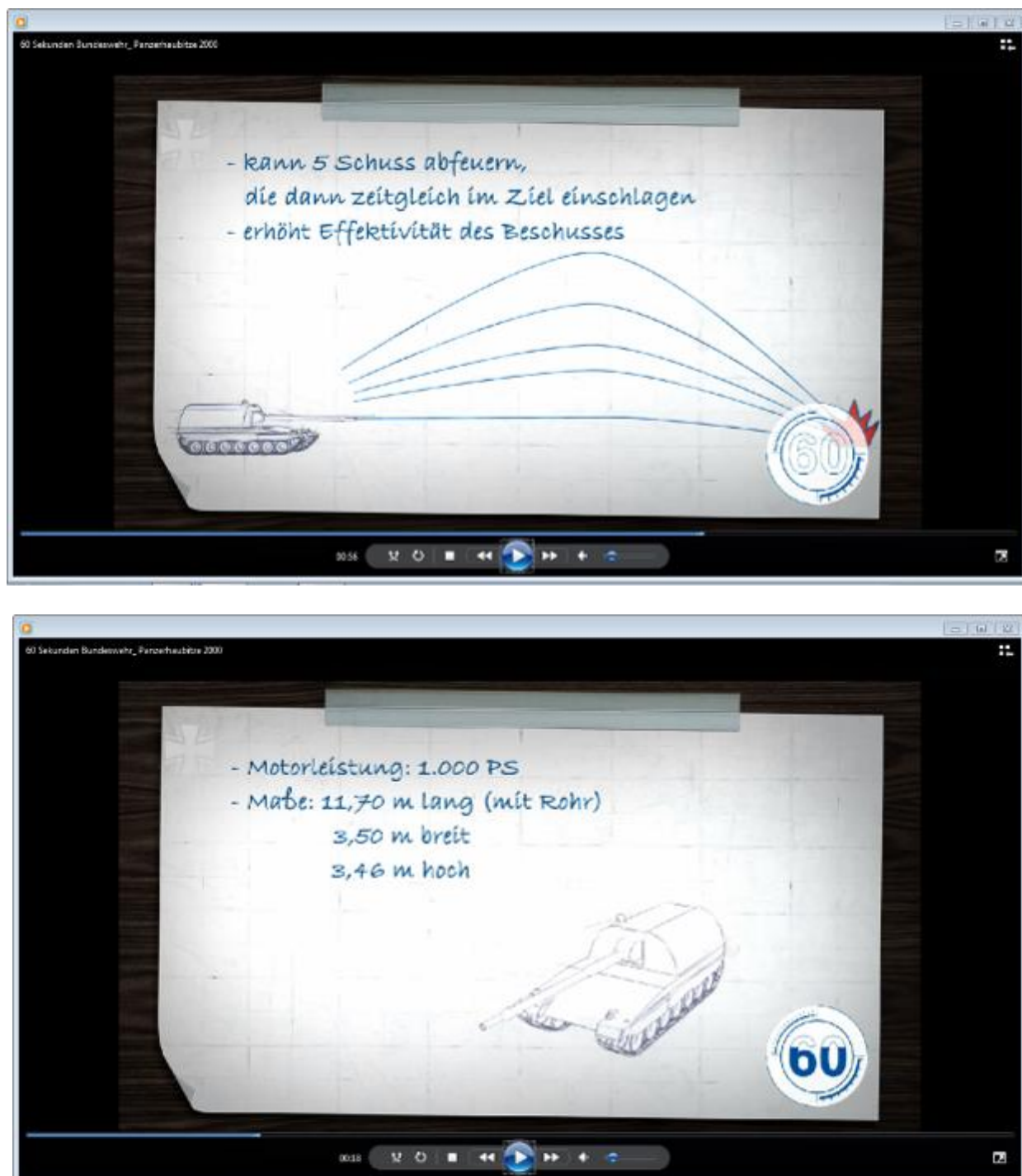
Picture 5 – Film fragments *«Die Panzerhaubitze 2000»* with explanation.

A modern teacher understands that it is impossible to master terms without memorizing, performing a series of lexical exercises to activate vocabulary, reading and translating texts, and

completing post-text assignments. Thanks to digital technologies and new approaches to teaching terminology, the set of tasks for teaching lexical means of communication is increasing and taking on modern forms. Multimedia presentations, mind maps, interactive and project tasks appear. The use of new methods of teaching terminology in combination with classical language and speech exercises helps to optimize the memorization of a large number of terminological units.

In addition, the use of the above methods of teaching military terminology helps to increase motivation to learn the language, broaden the horizons of students, stimulates cadets to be active, develops their interest, imagination, creativity, independence and reveals their own potential capabilities.

The use of new information technologies and interactive tasks help to implement a person-centered approach to training, ensure individualization and differentiation of training, taking into account the abilities of cadets.

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