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**ОСОБЕННОСТИ ОРГАНИЗАЦИИ САМОСТОЯТЕЛЬНОЙ РАБОТЫ
КУРСАНТОВ ВОЕННОГО ВУЗА**

**ORGANIZATIONAL CHARACTERISTICS
OF THE CADETS' INDEPENDENT WORK IN MILITARY UNIVERSITY**

Аннотация. Иностранный язык является частью профессиональной подготовки военного специалиста. Для формирования коммуникативной компетенции будущих офицеров необходимо оптимизировать процесс обучения иностранному языку включая самостоятельную работу. Для повышения качества самостоятельной работы активно применяются мультимедийные технологии и аутентичные видеоматериалы. Автор показывает возможности их использования, анализирует их преимущества, рассматривает задания, которые могут быть использованы во время самостоятельной работы. Важным видом самостоятельной работы является внеаудиторный практикум. Автор рассматривает потенциал внеаудиторного чтения для развития умений и навыков чтения и говорения.

Abstract. With the expansion of military cooperation the foreign language has become an integral part in professional training of military specialists. To develop a communicative competence, it is necessary to optimize the process of English language education including individual studies. Modern multimedia means enlarge the field of visual aids usage in this process. They allow to visualize educational material which increases ergonomics of its perception and positively influences educational motivation and effectiveness of education, to understand language events, develop language and speech activities.

Ключевые слова: коммуникативная компетенция, мультимедийные технологии, наглядность, языковые и речевые действия, эффективность обучения.

Keywords: communicative competence, the multimedia technologies, visual aids usage, language and speech activities, effectiveness of education.

A foreign language plays an important role in the training of a military specialist. Like any other academic discipline, it provides the general development of the student, expands his horizons, his knowledge of the world around him.

The need to use regional reference literature, instructions for the rational implementation of educational tasks, bilingual linguistic dictionaries, grammar reference books makes a significant contribution to the culture of students' mental work. All this creates the prerequisites for the development of the need for language self-education, teaches us to work independently

Learning a foreign language has a positive impact on the culture of speech communication among cadets and on speech activity in their native language, contributes to the correct, careful, thoughtful use of the means of their native language. Learning a language is the best training for brain development, developing memory, logic, breadth of thinking, mental abilities in general. Ca-

dets acquire skills in working with text, learn to create secondary written documents (abstracts, annotations).

The expansion of military cooperation through the Ministry of Defense has led to increased requirements for the level of linguistic training of cadets. Future officers should be able to use a foreign language in the process of professional communication. Thus, the formation of communicative competence is the goal of teaching a foreign language at a military university at the present stage.

The formation and development of the communicative competence of cadets must be carried out in close interconnection between classroom and extracurricular independent work. We agree with P.I. Pidkasisty that 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 solid assimilation [1].

The effectiveness of independent work is largely influenced by the teacher's maximum use of the possibilities of an individual approach to teaching and the use of modern multimedia technologies. According to M.A. Bovtenko, multimedia technologies provide such technological and methodological advantages as complex multisensory influence on various channels of the student's perception [2]. The growing role of telecommunications, digital means of broadcasting information has increased the role of images in the life of modern people. The change in the consciousness of modern youth has led to the fact that young people are guided by the visual way of presenting information. Therefore, cadets are more willing to work with computer programs than with a printed textbook.

The teachers of the Department of Foreign Languages have developed various training programs, multimedia presentations, and electronic teaching aids. Cadets actively use them during independent work when doing homework.

Interactive multimedia presentations are an effective tool for working on vocabulary. These programs, thanks to their didactic potential, contribute to the effective memorization of new words. Vocabulary is the most important component of speech activity – listening, speaking, reading, writing. This is the main building material of speech, its content side. The cadets call the need to have a stable vocabulary, to know a minimum of words on a certain topic as a prerequisite for listening and speaking.

The use of visual presentation of information facilitates the process of understanding the training material. On the slides, the student sees not only new lexical units, but also examples of the use of words. Word formation is presented with the help of animation and visual effects. With the help of color, font, movement, the connection of roots is shown, the use of connecting elements in complex words, the addition of suffixes and prefixes. Thus, one of the main didactic principles of

teaching is realized – the principle of visibility. The more difficult the learning material is for perception, the greater the importance of the visual support.

Multimedia technology allows one to combine text, sound, graphics, animation and video into a single whole. Experience shows that the use of multimedia in teaching vocabulary optimizes the mastery of lexical units, since the number of channels for the receipt of information and the brightness of its presentation increases. Visualization of educational information contributes to a more intensive assimilation of the material, orients to the search for systemic connections and patterns [3, 135]. The audiovisual presentation of the material includes figurative and emotional memory in the memorization system, therefore the material is retained in memory longer.

A multimedia lexicon presentation is a way of presenting lexical material in the form of slides. It should be remembered that vocabulary is acquired through repeated training in language exercises. Memorizing only the form and meaning of words does not contribute to the transfer of the skill into speech. When developing a presentation, it is necessary to create various associative links of a lexical unit. The more of these connections, the more firmly the student remembers words and phrases and applies them in various communication situations. Thus, the principle of material assimilation strength is realized.

Here is an example of the basic techniques for working with vocabulary.

1. Listen and repeat the term for the speaker.
2. Choose synonyms for the specified terms.
3. To the image of the mechanisms of the tool, select their names, functions.
4. Read the text and fill in the diagram with terms.
5. Read the text with missing terms. Select the terms you want from the list.

The use of multimedia technologies is one of the ways to optimize training, which activates the cognitive activity of students, independence, increases the cadet's interest in himself as a person. They provide the opportunity to implement an individual approach and intensify the independent work of the cadet. All this makes teaching more effective and person-oriented, which undoubtedly significantly increases the level of motivation for learning a foreign language.

Considering the fact that cadets are deprived of the opportunity to communicate with native speakers and access the Internet, the use of authentic materials during independent work plays a special role. Authentic (gr. *Authenticos*) – authentic, coming from the original source. “Authentic” is often used synonymously with “documentary”, “real”. In the methodological literature, under authentic materials it is customary to understand the actual texts and other materials that were created in the country of the target language and were supposed to be used by native speakers, but later found application in the educational process focused on the communicative approach to teaching a

foreign language outside the linguistic environment [4, 167]. Today, the use of authentic materials is not new in the educational process, but it continues to be relevant.

Authentic video materials are a unique type of visualization. This synthetic view combines several types of visualization – linguistic, subject, situational, dynamic.

The content of the program of the discipline "Foreign language" includes such topics as "The structure of the armed forces", "Types of weapons and military equipment of the country of the target language." It is not interesting and ineffective to study samples of military equipment from textbooks. In addition, new types of weapons are constantly appearing, and training manuals cannot be republished every year. 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. During independent work, the cadet has more time to learn new vocabulary and questions for the film. Each student works at his own pace. If it is difficult for him to retain a large piece of information in his memory, then he watches the film fragment by fragment and fixes certain information. After watching the cadets answer questions, fill in tables and diagrams in terms of content, and perform test tasks.

One of the types of independent work in a military university is extracurricular reading. Reading is a type of speech activity that allows you to reproduce one of the forms of real foreign language communication. As a result of reading, the process of obtaining information is carried out, which is of practical importance for the future professional activity of a military specialist. Independent reading is a serious work that requires a large and complex mental activity, imagination, memory and volitional efforts [5].

Out-of-class reading involves reading additional professionally oriented texts that correspond to the topics of classroom studies. Since the main goal of training is to prepare for verbal communication in natural conditions, the cadet during his studies must meet the difficulties of natural speech and learn to overcome them. Then the learning process will be purposeful and effective. In creating the illusion of a natural speech environment, it is difficult to overestimate the role of authentic materials.

For extracurricular reading, the teacher selects authentic articles from foreign military publications containing relevant and interesting information about the latest types of weapons in Russia and NATO countries, their structure and the possibility of combat use. The professional orientation and authenticity of the text material, the communicative orientation of the tasks contribute to the development of reading skills and skills and expand the knowledge of cadets in the specialty.

In our opinion, the main type of reading literature in the specialty is search reading. It is aimed at finding specific information (facts, characteristics, digital indicators) in the text. Search

reading develops the ability to navigate in the logical-semantic structure of the text, to choose the necessary information from it.

However, finding and bringing authentic articles to the audience is not enough. The process of working on these texts needs to be made authentic. To do this, the teacher needs to create positive motivation among the cadets, help navigate the reading goals and choose the appropriate work strategy.

To relieve language difficulties, cadets are given a list of new words with translation. To explain new words, it is advisable to give a small context (3-4 sentences), which will help to guess the meaning of the new lexical unit. Reading should be accompanied by vigorous learning activities. The teacher's task is to clearly formulate a communicative task. The cadet should be given questions, the answers to which must be found in the text. The instructor can ask the students to read the questions on their own or to translate them into Russian. You can invite cadets to fill out the table as they read.

Out-of-class reading as a type of independent work is cognitive in nature. It is one of the ways to preserve and enrich the active vocabulary of cadets. This is a prerequisite for the effective professional activity of a military specialist.

In conclusion, we would like to note that independent work in a foreign language should be systematic. This contributes to the development of skills in all types of speech activity. The use of multimedia technologies and authentic materials during independent work contributes to the activation of cadets' speech-thinking activity and increases the motivation for learning a foreign language.

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