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TYPES OF ORGANIZING INDEPENDENT WORK IN A FOREIGN LANGUAGE IN A MILITARY UNIVERSITY

Abstract. Independent work in a foreign language is a mandatory part and an important condition for the formation of the communicative competence of future officers. The article deals with the issues of using video materials and extracurricular reading as forms of organizing independent work of cadets. The author notes the importance of using authentic video materials for developing listening and speaking skills, expanding vocabulary and increasing motivation to learn a foreign language. The potential of extracurricular reading for the development of skills in working with incoming information is analyzed. The article discusses tasks that can be used during independent work.
Keywords: communicative competence, independent work, extracurricular reading, authentic video materials, speech environment, motivation

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ФОРМЫ ОРГАНИЗАЦИИ САМОСТОЯТЕЛЬНОЙ РАБОТЫ ПО ИНОСТРАННОМУ ЯЗЫКУ В ВОЕННОМ ВУЗЕ

Аннотация. Для формирования коммуникативной компетенции будущих офицеров важную роль имеет грамотная организация самостоятельной работы. Основные формы этой работы в военном вузе – внеаудиторное чтение и работа с видеофильмами. Автор анализирует практическую значимость внеаудиторного чтения для развития умений и навыков чтения и говорения, подчеркивает его значение для обогащения активного словарного запаса курсантов. В статье рассматривается важность использования аутентичных видеоматериалов для создания естественной речевой среды, активизации познавательной деятельности обучающихся, повышения самостоятельности и мотивации к изучению иностранного языка. Автор выделяет факторы, влияющие на эффективность самостоятельной работы курсантов по иностранному языку.
Ключевые слова: коммуникативная компетенция, самостоятельная работа, внеаудиторное чтение, аутентичные видеоматериалы, речевая среда, мотивация

In modern society, interest in learning foreign languages has increased. The communicative and practical task of teaching a foreign language came to the fore. Knowledge of a foreign language is currently one of the conditions for the professional competence of a military specialist. A graduate of a military university must have communicative competence, i.e. be able to communicate professionally in a foreign language.

The formation and development of communicative competence is carried out not only in the classroom. Extracurricular independent work is of great importance. According to A.N. Shchukin, it is a significant reserve of learning and a means of achieving learning goals [1, p. 40]. P.I. Pidkasty emphasized that the independent work of cadets is an activity that implies their maximum activity in relation to the subject of activity, to the material being mastered, which ensures its strong assimilation [2].

In the context of reducing hours for the discipline "Foreign Language", a competent organization of independent work of students is necessary. Cadets lack the opportunity to communicate with native speakers and access the Internet. Therefore, a special role is played by the use of authentic materials during independent work – texts and videos. Such materials provide a communicative approach to teaching a foreign language outside the language environment.

The main form of independent work in a foreign language 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. This 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 strong-willed efforts [3].

Extracurricular reading is independent work with authentic texts and articles. They are professionally oriented and correspond to the texts studied in the classroom, but contain additional information. The professional orientation and authenticity of the text material, the communicative orientation of the tasks stimulate cognitive interest in mastering reading skills.

As a type of independent work in the study of a foreign language, extracurricular reading is clearly cognitive in nature, and is one of the ways to preserve and enrich the active vocabulary of cadets. Reading contributes to the active mastery of the means of communication and their use in speech activity. A.N. Schukin notes that the degree of knowledge of a foreign language is directly dependent on the number of read texts in this language [4, p. 232]. Independent extracurricular reading forms interest in a foreign language, develops the skills of independent work with foreign literature in the specialty. In the future, this is a necessary condition for the effective professional activity of a military specialist.

The teacher is required to organize the work of extracurricular reading in such a way as to arouse the cadets' interest and desire to work. To do this, the following conditions must be met.

1. Competently choose text material. Texts should be authentic, professionally oriented, relevant.

2. Make a list of new lexical units and lexical and grammatical exercises in order to remove the difficulties of the text.

3. Determine the time to complete the task. Teach trainees to be on time.

4. Constantly monitor how the cadets have learned the vocabulary and completed the tasks for the text.

5. Take into account the level of language training of students. Provide assignments for underachieving cadets.

Working with professionally oriented text includes three stages: pre-text, text and post-text.

At the preparatory stage, the teacher gives an orientation to work with the text, determines the sequence of tasks and forms of work (individual, pair, group, collective).

1. The pre-text stage is the removal of lexical and grammatical difficulties when reading the text.

It is known that reading is not only a source of information. Reading a text in a foreign language is a means of replenishing vocabulary. At the pre-text stage, exercises on word formation, translation of terms and terminological phrases, selection of synonyms, antonyms, decoding of abbreviations will be performed. To remove grammatical difficulties, it is proposed to translate sentences with those grammatical phenomena that are present in the text.

Students can perform exercises both individually and in pairs or groups. Experience shows that for the effective assimilation of professional vocabulary, you can use the game method. For example, the game "Snowball": the cadet repeats the neighbor's phrase, adding a word or phrase to it:

Die P8 ist eine Pistole.

Die P8 ist eine Standardpistole der Bundeswehr.

Die P8 ist eine von Heckler&Koch produzierte Selbstladepistole der Bundeswehr.

Die P8 ist eine seit 1992 von Heckler&Koch produzierte Selbstladepistole der Bundeswehr.

Die P8 ist eine seit 1992 von Heckler&Koch produzierte Selbstladepistole der Bundeswehr, die Einzel- und Dauerfeuer schieβt.

2. At the text stage, tasks for various types of reading are performed.

Viewing reading gives the most general idea of the content of the text and develops the ability to navigate in the text by its title and key elements of the text (definitions, font highlights, figures, initial parts of the text, conclusions). The cadet must quickly read the entire text and answer the question: what is the text about?

In search reading, the cadet knows in advance what information he should find in the text. According to familiar terms, he immediately looks for the corresponding section of the text. Viewing and search reading develop the ability to navigate the logical and semantic structure of the text.

During the study reading, the information obtained during the search reading is comprehended and studied in detail.

During introductory reading, cadets highlight semantic milestones and supports in the text, highlight sentences with basic and additional information, summarize the information of a paragraph and text.

3. At the post-text stage, tasks are performed to control reading comprehension and use the information contained in the text to develop speaking skills.

So, the method of working with a professionally oriented text is aimed at mastering professional vocabulary, developing reading and speaking skills. Possession of reading skills and abilities allows reading professional literature in a foreign language, selecting articles for abstracts and reports, analyzing sources of information, and expanding knowledge in the specialty.

Another form of independent work in a foreign language is work with video materials. The use of video films is a fruitful and promising direction in improving the language and professional training of cadets. According to E.N. Solovova, video text is a more valuable material than audio text or ordinary printed text, since it combines various aspects of the act of speech interaction, contains visual information, which makes it possible to better understand and consolidate both factual information and purely linguistic features of speech in a specific context [5, p. 52].

During the time allotted for watching the video clip, the student receives a large amount of information at once through two channels: visual and auditory, which contributes to better memorization of language structures, expansion of vocabulary, and also stimulates the development of speech skills and skills of listening to foreign speech [6, p. 80] . Listening makes it possible to master the sound side of a foreign language, its phonemic composition and intonation: rhythm, stress, melody.

In each military university, the Department of Foreign Languages has a language laboratory where a cadet can watch a video film on the topic of the lesson and complete tasks for it. This is possible if the cadet misses a classroom lesson or as an additional task on the studied topic. This may be part of the scientific work of the cadet in the field of UPE.

Working with a video film makes the process of learning a foreign language effective and exciting. Watching the video and completing tasks for it outside the classroom provides an individual approach to language learning. The cadet works at his own pace, which allows him to feel confident. The effectiveness of the assimilation of language material, the development of listening and speaking skills largely depend on the proper organization of work with audio materials. When choosing a video film, the teacher should consider the following factors.

1. Correspondence of the content of the video to the topic of the classroom.

2. The duration of the video is 1-5 minutes.

3. Good quality video and audio text.

4. Compliance of the content of the video film with the level of language training of cadets.

Listening comprehension is the most difficult type of speech activity. The use of video activates the cognitive activity of students, stimulates cooperation, intellectual communication, inde-

pendence, increases the cadet's interest in himself as a person. All this significantly increases the level of motivation to learn a foreign language.

It is very difficult to form communicative competence without being in the country of the language being studied. Therefore, the task of the teacher is to use various forms of organizing classroom and extracurricular activities. In the conditions of a military university, when training takes place in parallel with military service, extracurricular work is a very important component of the process of teaching a foreign language.

Since the main goal of training is to prepare cadets for speech communication in natural conditions, it is necessary that the cadet during his studies encounter the difficulties of natural speech and learn how to overcome them. In creating the illusion of a natural speech environment, it is difficult to overestimate the role of authentic materials. Independent work of cadets with authentic texts, articles, videos contributes to maximum immersion in the speech environment. This increases the efficiency of assimilation of language material, develops reading, listening, speaking skills, turns language learning into an exciting process.

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