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A Foreign Language Professional Educational Process in Military Institutions

The article deals with training of cadets in professional English language as a main factor in the formation of professional competence of specialists. The importance of learning professional vocabulary and inter-connection of foreign language material with the institution's specialization is considered.

Keywords: professional training, professional vocabulary, foreign language communicative competence

В статье рассматривается процесс обучения курсантов профессиональному английскому языку как основному фактору формирования профессиональной компетентности специалистов. Рассматривается важность изучения профессиональной лексики и взаимосвязь иноязычного материала со специализацией учебного заведения.

Ключевые слова: профессиональная подготовка, профессиональная лексика, иноязычная коммуникативная компетенция

The role of professional education at present cannot be reduced to a particular special instruction. Training a modern specialist in high school includes the formation of various professional skills and their further development and improvement. The principle of professional orientation as well as the problem of due regard to specialization becomes really actual when teaching a foreign language in military educational institutions.

Part and parcel of the vocational training of any modern expert is foreign language communication experience. Foreign communication competence is a complicated notion and includes a variety of its components. It is but natural that professional foreign communication competence is considered to be a more complex concept. And, consequently, the work at its formation will give rise to a greater amount of difficulties. Hence, the main aim of the professional approach to teaching foreign language in non-language educational institutions is overcoming those difficulties systematically and purposefully.

While teaching a foreign language in artificial conditions the identification of a foreign language with the mother-tongue begins at the stage of realization of the new language facts. Besides, this allows to establish the additional systematic interrelation between professional skills and skills of using a foreign language. In the organization

and distribution of the language material the selection of functionally directed vocabulary and speech cliches, connected with communicative situations is of great value. Special terms and professional vocabulary make up 90% of new words appearing in modern languages. The growth of the number of terms is much greater than that of common words in any language. The amount of terms penetrating into a generally used language grows as well [3].

The recognition of special terms determines the level of understanding the specific and technical information to a great extent, as it is terminological vocabulary that carries the basic semantic load. In any modern language dictionary the internationalisms form a significant stratum. They broaden a person's outlook, enrich the student's native language vocabulary and also help him to master the language being studied. Teaching the cadets to recognize and to comprehend internationalisms, and to establish their interrelations with the native language will make the process of understanding the foreign text much easier in future.

The research conducted in military institutions shows that, while working with the new material, the cadets try more to memorize the words consciously, to determine links between the similar phenomena in both foreign and native languages and less to drill the words mechanically. During such work “not only reading skills, but also the abilities to observation, analysis, synthesis, memory mechanisms, attention, quick witness, the degree of logical thinking and linguistic forecasting increase” [2]. The aim of addressing to the native language when studying professional vocabulary is not only and not so much as orienting the students in the contents of the text, but also in the assimilation of the language material to the degree of “recollection” or “recognition”.

The professional vocabulary, being the subject of mastering, should be used constantly in exercises aimed at training and the consolidation of grammar structures, in exercises developing skills of dialogue and monologue speech and in texts for reading.

In military educational institutions the practical aims of teaching a foreign language are specific. The foreign language syllabus plans to teach: 1) reading special literature; 2) foreign language communication connected with the material given in the syllabus.

The analysis of the foreign language learners' approaches to reading a text shows, that many cadets regard the work at a foreign text as an exercise on reading technique or as a translation, not connected with communication. Meanwhile, the work at the text and its reading serve the development of the communication competence. Due to such approach, not only the text, but the active reader too turn to be in the highlight. The communication method of work at a text emphasizes the importance of the pre-text tasks, aiming at a definite type of reading and making the corresponding skills and habits the targets of the control.

To successfully realize the task of the purposeful and systematic training up reading original speciality texts and understanding them, it is necessary to use:

- reading materials typical for the scientific style of a certain brunch with the minimal adaptation, so that it can be both interesting for the foreign language learners and easily understood, and suitable for work;

- communicatively oriented tasks and exercises that can help to form skills of searching semantic interrelations, language guesswork, obtaining the necessary information and promoting the development of the professional foreign language thinking, etc.

In teaching foreign languages in military educational institutions the reading material, focused on a certain specialty, is a basic unit of foreign language communication training. The main indicator of the realization of speech activity is understanding of the material, read or heard.

The special languages can be barrier for many people during communicative process, as every professional subculture has its own terminological base reflecting realia of this definite sphere of activity that often makes the business communication difficult. But the specialist in this field can overcome this barrier by the extension of his foreign language competence [1].

Mastering a foreign language as means of communication supposes the formation of professionally directed language skills, i.e. the ability to choose and use the language adequate to the situation of the contact. In this case the communication acts both as a purpose, and as the means of training.

As a basis of professionally oriented oral speech training it is possible to recommend to use the problem-solving situations, role games and discussions at the advanced stage. Tasks should be based on well assimilated speech language material, that should be creatively worked at. The lessons are recommended to be planned in such a way that each section should follow the previous ones and could develop both professional and language competence.

The work at problem situations includes the discussion of the following: commenting on the fact, finding out the reasons, estimation of the event and so on. At the earlier stage of teaching it is reasonable to give a problem together with the alternative variants of the answer.

Teaching the cadets the skills of discussion, it is necessary to develop such skills as: to initiate talking shop, to join the discussion, to object the person being talked to; to add, to correct or to specify something, to express one's request or wish, to avoid dispute in the polite form and so on.

The connection of the foreign language material with the specialization of the educational institution attracts the cadets' interest to the foreign language lessons as they get the motive to the activity that serves as the important premises for the suc-

successful mastery of a foreign language as one of the subjects and as the means of gaining the knowledge on the profile of the educational institution.

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Самостоятельная работа курсантов по иностранному языку как фактор профессионального становления военного специалиста

Статья посвящена актуальной проблеме организации самостоятельной работы курсантов по иностранному языку. Рассматривается значение самостоятельной работы для профессионального становления военных специалистов.

Ключевые слова: образовательная среда, самостоятельная работа курсантов, профессиональный рост

Система современного высшего образования предполагает получение учащимися знаний и умений как совместно с преподавателем, так и самостоятельно. В военных учебных заведениях осознанное отношение курсантов к овладению теоретическими и практическими навыками во многом определяет успешный результат всего образовательного процесса. Важно, чтобы курсанты не только приобретали знания, но и умели успешно проводить поиск, находить требуемую информацию, выбирать ее нужную часть.

Учебная и профессиональная деятельность курсантов проходит непосредственно в образовательной среде военного учебного заведения. Как известно, любая образовательная среда является совокупностью существующих внешних условий, влияний и возможностей, которые способствуют воспитанию молодой личности; таким образом, она включает в себя различные образовательные процессы, наряду с множеством индивидуальных форм развития и широко спектра возможностей образования [2]. Составляющими компонентами педагогической системы любого ведомственного вуза, в том числе военного, являются