

НАПРЯМ 10. МІЖКУЛЬТУРНА КОМУНІКАЦІЯ

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BASIC PRINCIPLES OF TEACHING FOREIGN LANGUAGE BODIES OF MILITARY JUSTICE IN UKRAINE

A change in the sociocultural context of the study of foreign languages in Ukraine leads to a change in the content of the study and teaching of foreign languages. The philosophy of education today is connected with the problem of man, ideal, culture. In this regard, a number of scientists draw conclusions about the need to build a sociocultural education. This problem worried the thoughts of educators and public figures for a long time.

According to the new draft program on foreign languages for specialized higher military educational institutions (universities), the main purpose of teaching foreign languages is the formation of the communicative competence of military personnel. At the same time, the new program is built taking into account the requirements of the Council of Europe Recommendations, which focus on the formation of sociocultural competence and the need for learning intercultural communication, within the framework of the sociocultural approach to teaching foreign languages, is defined as the communicative interaction of people who speak different cultural communities through the realization by them or other people of their belonging to various geopolitical, religious, national, as well as social subcultures. In order for this dialogue of cultures to be successful, its participants must have completely different sociocultural information about each other, so sociocultural competence is the basis, a necessary condition for an equal, productive dialogue of cultures.

The prospect of the integration of the Armed Forces of Ukraine into the European military structures requires an increase in the requirements for foreign language training of military specialists, as part of the professional

training of officers, and the introduction of modern pedagogical training technologies in military practice.

The military pedagogical process is a purposeful, organized activity of commanders, staffs, bodies for working with personnel in training, educating military personnel, units and the military unit as a whole, preparing them for skillful and courageous actions as intended. In peacetime, this is to ensure the combat readiness of a military unit, units, in a combat situation – the preparation and conduct of hostilities, the fulfillment of assigned tasks.

The essence of the military pedagogical process is the transfer of knowledge, social, service and combat experience to commanders (chiefs) and the assimilation of their subordinates through interaction. At the same time, experience is transferred that is transformed into internal traits, ideals and personal qualities of a soldier, in his military-professional training, culture and moral character, in abilities, abilities, skills, and habits [2, p.12].

The process of training of serviceman is implemented during combat training. Combat training is a system of organizational, methodological, educational and special measures aimed at achieving and maintaining the level of knowledge, skills, abilities and other qualities of personnel necessary for the performance of combat missions, and combat coordination of troops. Taking into account the laws governing the functioning of the human psyche and the mechanism of formation of basic mental formations makes it possible in practice to effectively apply various principles, forms, methods and teaching aids. The principles of training are the basic theoretical principles that reflect the laws of the process of forming the knowledge, skills and abilities that they need in military personnel.

Large-scale research conducted regarding the process of language learning and increased attention to reading skills led to the concept of «vocabulary control».

In parallel with this, the concept of «grammar control» appeared, which paid attention to the grammatical constructions that are most often found in oral speech. These designs have been introduced into dictionaries and student manuals. The fundamental difference between the oral approach and the direct method was that the methods built on the basis of this approach had theoretical principles that indicated how to choose the content, distribute the complexity of the exercises and the presentation of such material and exercises. The main advantage offered was that such a theoretically determined organization of the content led to a less confusing sequence of training events, with better contextualization of the existing vocabulary and grammatical constructions [4, p.45].

All language features should have been presented in «situations». The emphasis on this paragraph led to the second title of this approach. Proponents proclaimed that this approach led students to acquire good habits that were repeated in appropriate situations. This teaching method was noted

by the SPT (presentation (introduction of new material in the context), practice (controlled practical phase) and production (classes are based on less controlled practice) [5, p.16].

Although this approach is completely unknown among language teachers today, its elements have had a lasting impact on language teaching. They have become the basis for many manuals on the study of English as a foreign language, to the present. Many of the structural elements of this approach were called into question, which would lead to the emergence of communicative language teaching on its basis. However, his emphasis on oral practice, grammar and sentence construction is still widely supported by language teachers and remains popular in countries where language learning is mainly based around grammar.

According to it, training is built on specific images, directly perceived by cadets and students. Visuality is used both as a learning tool and as a means of learning. In the first case, specially selected visual and auditory samples (sound recording, tables, diagrams, training pictures, videos) help cadets and students to master the norms of pronunciation of speech sounds, vocabulary units, learn to understand speech by hearing and express their thoughts in circles. communication. In the second case, the means of transparency act as a source of information, familiarizing students with the country of the language being studied [1, p.12].

The principle of strength ensures that the learning material is stored in the students' memory and that it can be used in various communicative situations. Strength of assimilation of the material is ensured due to its accessibility, successful presentation, provides emotional impact on the student, the use of various training exercises.

The principle of accessibility and feasibility stipulates that from the first lessons the material is presented in accordance with the age and intellectual abilities of students, and its assimilation does not cause them insurmountable difficulties. Accessibility is provided both by the material itself and by the method of working with it. Strength implies compliance with certain requirements for the volume of material used, the pace of promotion of the curriculum [3, p. 28].

Consequently, the most important teaching of foreign language of serviceman, such principles are:

1. communicative approach;

the principle of the strength of mastery of knowledge, skills and abilities;

principle of presentation;

the principle of training at a high level of difficulty.

Communicative language teaching, also known as the «communicative approach», emphasizes the role of interaction as a means and as the ultimate goal of language learning. Despite the considerable amount of criticism, it remains popular, especially in Europe, where constructivist views on

language learning are dominant in academia, although in fact they are rather an approach than a method.

Recently, task-based language learning (TBLL), also known as the task-based learning method (TBLT), the task-based instruction method (TBI), has gained considerable popularity. TBLL is a further refinement of the CLT approach, which emphasizes the successful accomplishment of both learning organization and performance evaluation. Dogme language teaching has the same philosophy as TBL, although different in approach. Dogme is a communicative approach that encourages teaching without printed manuals, instead focusing on conversational interaction between cadets and students.

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