



EFFECTIVE METHODS OF TEACHING MILITARY TERMINOLOGY CADETS BY THE PROJECT METHOD

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Annotation

The article is devoted to the analysis of the project method, which is one of the most effective teaching methods in English lessons. The article discusses the main theoretical and practical foundations for the use of project methodology in the educational process.

Keywords: English, universal competencies, communicative competence, project method, student-centered learning.

Introduction

It is no secret that cadets should be the standard of military skill, this determines their professional competence, that is, they must be ready, like any other specialist, to carry out their military professional activities.

Being professionally competent, the cadet has a sufficient level of knowledge that allows him to correctly perform military professional tasks, while activating the professional qualities of the individual.

As practice shows, the demand for military personnel who can practically apply knowledge of a foreign language is incredibly high. The state and the army set military universities the task of training officers who practically possess the ability to communicate in a foreign language both orally and in writing, to communicate in a foreign language. Comprehending the linguistic features of foreign languages, cadets of a military university immerse themselves in the language environment of situations of interrogating a prisoner of war, interviewing a local resident, talking with a foreign military specialist about the tactical and technical characteristics of military weapons and equipment, and learn to show readiness to perform professional activities.

Professionally-oriented teaching of cadets in a foreign language takes place through language training material, which establishes a relationship between the desire of cadets to acquire knowledge in military special disciplines and the success of mastering the language. Therefore, the content of the language teaching material should be focused on the military sphere. Work experience shows that the profiling of language teaching material (professional vocabulary, grammar, authenticity of





materials), tasks, speech situations motivates cadets to learn a foreign language, since cadets realize professional needs through the content of the studied material. We believe that the knowledge gained in the specialty from the educational material in the discipline "Foreign Language" will help cadets improve their professional training, form a worldview, develop their horizons, and solve tasks by applying this knowledge. The process of teaching a foreign language makes it motivated for the cadet to independently choose the necessary information on specialization. The orientation of linguistic material towards specialization creates professionally important foreign language objects of study, and readiness arises only in relation to a volume that has a personal meaning, or a significant object. Educational speech material, in conjunction with the specifics of the future profession, develops the ability of cadets to transfer and use knowledge and skills, which has a direct impact on the formation of professional readiness.

In order to develop an effective methodology for teaching a foreign language, it should be taken into account that the text, as you know, is the main unit of communication in the organization of educational material. In our opinion, the main criteria for selecting texts, the most important characteristic of which is authenticity, should be: professionally oriented cognitive value; compliance with the educational and educational goals of training in a military university; compliance with the interests of the student (his cognitive and emotional needs as a person, determined by age and intellectual development).

In our opinion, knowledge of a foreign language will significantly help our cadets to successfully perform professional tasks in:

- Participation in international exercises, forums and congresses in conversation with foreign military experts;
- Participation in peacekeeping missions;
- Performing combat missions for interviewing local residents and interrogating prisoners of war.

We believe that teaching cadets a foreign language in professional communication situations is very important in the preparation of future officers. In our opinion, by modeling a professional situation in a foreign language, we create communication conditions that are as close as possible to real ones, which makes up for the lack of interaction with a native speaker in the military professional sphere.

It is of great importance for us that the situation, due to the development of cadets' interest in the content of military professional activity, motivates communication without coercion. Students are more actively involved in the learning process, while





understanding that they are acquiring professionally significant skills and abilities, therefore, they are becoming ready for professional activities.

The main goal of a foreign language teacher in a military university is to stimulate the desire of cadets to communicate in a foreign language on a topic that arouses cadets' interest in professional activities due to the situation (interrogate, interrogate, find out) that forms the motive.

Most teaching aids indicate that one of the most effective methods in teaching is the project method. This method has found wide application in many countries of the world, as it contributes to the increase in the communicative competence of students, the development of their linguistic personality, and high motivation . The fulfillment of project tasks and participation in the project allows cadets to see the practical benefits of learning a foreign language, which leads to an increase in interest in the subject.

It is known that the main object of studying a foreign language is foreign language speech activity, since it is a means of intercultural interaction in general.

When working on a project, its performers consistently perform the following actions:

- Goal setting, problem identification and task formulation;
- Choice of research method (s);
- Actualization of knowledge and self-education with the help of advisory support of the teacher;
- Drawing up a plan / program of research;
- Generalization of results, conclusions;
- Project implementation;
- Reflection, determination of successes and shortcomings.

Simplified in the work on the project, one can single out the preparatory stage, the implementation of the project itself and the analysis of the results obtained.

Speaking about the advantages of the project method in teaching a foreign language, it is worth noting its influence on the formation of such important qualities of students:

- Communication, creative and intellectual skills;
- Culture of communication and tolerance in communication with others;
- Ability to search, process and interpret the necessary information using modern computer technologies;
- Ability to work independently (but under the guidance of a teacher) and in a team (in pairs, groups);
- The ability to critically evaluate the results of one's own work and others.





Since the project methodology is a new pedagogical learning technology, it is an alternative to the traditional classical system. The traditional approach in education is aimed at the assimilation and reproduction of educational material and the development of the necessary skills.

As for the project methodology, it makes teaching problem-oriented and stimulates the ability of cadets to formulate their own judgments. The traditional role of the teacher and student in the classroom should be reconsidered. This means that new trends in the full development of the cadet's personality and his preparation for real activity in the educational system dictate the need to apply the project methodology in modern education.

Literature

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