



METHODOLOGY OF TEACHING FOREIGN LANGUAGE OR ENGLISH TO CADETS

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Annotation

This article discusses non-standard methods of teaching English to cadets of the Air Force Academy language, namely: Student's Created Activity (task developed by the student) and Contest (competition). The article presents the features of teaching a foreign language in a military university, which contributed to the introduction of an active method of game integrative learning, implemented in game integrative classes. Methods "Student's Created Activity" and "Contest" allow to solve several problems, namely: to carry out active conscious learning by involving cadets in creative activities and the development of creative thinking. special attention is paid to such a way of working with vocabulary as mental maps (Mind Maps). In addition, the article discusses the conditions necessary to ensure the effectiveness of gaming integrative classes. Examples of integrative activities are also given in the article.

Keywords: Student's Created Activity (SCA), active learning English, game integrative lesson, Contest (competition), game integrative method, creative thinking.

For a cadet of the Uzbek army in the 21st century, knowledge of English is a key competency. The modern defender of the Fatherland must be ready to communicate with foreign military personnel and civilians, if the situation requires it. The discipline "Foreign language" should occupy a special place in the system of disciplines for the training of the future navigator and command and control officer [1]. In the state educational standards, among the main goals of studying foreign languages at a university, the formation of communicative competence among future specialists is especially highlighted, which can be defined as the ability to solve communicative tasks in a certain framework of a variety of communicative situations. In order to survive in a situation of constant changes, to be able to adequately respond to them, a person must activate his creative potential. At present, there is a contradiction between the need to develop communicative and creative competence among military specialists and the limited possibilities for this of traditional didactic tools and teaching models used in military universities.

This article presents one of the forms of development of creative communicative competence of cadets of a military non-linguistic university. To





actively involve cadets in the process of learning English, a series of classes was created based on the idea of competing with each other when working in a team. The task is for the cadets themselves to create tasks for the opposing team - Student's Created Activity.

The learning process in a military institution differs from the learning process in a civilian university due to the following factors:

1. Strict discipline. Attitude towards cadets equates to the attitude of the soldiers. They must follow all the rules and obey orders without discussion. They are expected to they remember and reproduce the necessary information. Such forms of education as lectures, seminars are used; such methods learning like explanation, demonstrations and questions. They are passively active with no obvious participation in the process and without creating their own work, that is, an act of speech, communication.
2. Teachers are limited in use information technologies, devices and programs due to the specific nature educational institution.

The Internet is not allowed to be used in an educational institution. Cadets cannot access external sources information via the Internet.

3. Cadets have limited time to do their homework. They may have a maximum of three hours to prepare for all classes. Very often it happens that they are deprived of this time in connection with forced marches, collections and other disciplinary events.
4. Teachers of foreign languages are limited in the use of authentic literature in the classroom, since the academy cannot order authentic literature. Teachers use printouts and scanned versions that can only be used during lessons.

The main goal of teaching English is to develop the communicative competence of cadets, that is, the ability to understand a native English speaker or any other person who speaks English, and the willingness to interact with him. To achieve this goal, a modern teacher uses different approaches, methods and technologies. Memorizing information, including vocabulary, by cramming is just one of the ways to work with the material.

With so many restrictions, teachers have to get creative to engage students in conscious active learning of the English language. In the classroom, such forms of training as a frontal survey, work in pairs and groups, independent work are used. The discovery was the construction of a lesson in the form of a competition (Contest) and self-development by cadets of a series of tasks (Student's Created Activity - SCA).





Contest and SCA encourage cadets to use their creative, analytical, and communication skills actively and productively.

Considering that Contest and SCA are systematically applied in English classes in a chain and are inherently complex, we will use the term "game integrative method" in relation to them, which meets the requirements of the modern world to create new methods and approaches in language learning [2]. In general, the method is 1) a direction in teaching that realizes the goals, objectives and content of language teaching and determines the ways and means of achieving them [5; 16]; 2) a system of consistent, interrelated actions of the teacher and students, ensuring the assimilation of the content of education, the development of mental strength and abilities of students, their mastery of the means of self-education and self-learning [6]. The advantages of these game methods are as follows:

- encourage cadets (students) to create their own works: posters, Mind Maps, dialogue-stories, drawings on topics, etc.;
- motivate them to succeed;
- accumulate the work of all channels involved in language learning due to diverse tasks;
- develop cognitive abilities, skills and skills, because tasks make them analyze, classify and summarize;
- learn to work in a team where a weak student can also participate and contribute contribution to the overall result;
- allow you to repeat the studied material and use it in real speech, since during these classes a creative language environment is created.

Game integrative classes (Contest-based lessons - CBL) such as Contest and SCA were held in the first and second years on the following topics:

- Festivals in English Speaking Countries;
- Education;
- Military Rations;
- Structure of an Aircraft;
- Navigator's Duties;
- Air Traffic Controller;
- Weather (Aviation English)

For the successful conduct of Contest and SCA gaming integrative classes, the following conditions must be met:

1. Careful planning, namely: preparation of handouts, worksheets for cadets, audio and video recordings, consider a reward system, for example, stickers, scoring system, stopwatch.





2. Instructions given to cadets must be clear, simple and understandable.
3. The pace of the competition must be high.
4. It is necessary to change the script on the go, if the situation requires it.
5. The atmosphere should be competitive character, but be friendly.
6. The reward system is thought out in advance.

Playful integrative lessons based on competition and with the opportunity to do it yourself develop assignments for your classmates contribute to the development of creative competence at the cadets. Oddly enough, but it is this component that is necessary for the successful mastery of communicative competence, since language is it is a creative product. The more creative is a man today, the more successful and he will become self-fulfilled in life. What is creativity? According to the Longman dictionary,

“Creativity is the act of producing and using new and effective ideas” [8; 319]. J. Gilford links creativity with intellectual ability. According to his research, creative people characterized by the ability to open (find) and voice the problem, give it a name; generate a large number of ideas; come up with ideas and present them in an original way; improve something by adding something new and decide problems [3]. In psychological science, creativity is considered as a complex of special abilities that allow a person to perform socially significant creative activity [4].

Creativity has been at the center of attention of psychologists since the second half of the 20th century. D. Simpson used the term "creativity", speaking of a person's ability to move away from stereotypical thinking. Creativity is associated with creativity and activity.

J. Gilford identified six components creativity:

1. The ability to see and name the problem.
2. The ability to generate a large number of ideas.
3. The ability to come up with different ideas.
4. The ability to respond in a non-standard way to a stimulus.
5. The ability to improve something by adding details.
6. Ability to solve a problem, analyze and synthesize.

Looking at the components of the concept creativity, you can see that they resemble the stages of project activity, namely: planning, collaboration, execution, evaluation, reflection and presentation of the project. When we are talking about creative abilities, we mean such skills and abilities as initiative, innovative thinking, critical thinking, originality, mobility, open perception of the world [8].

Game integrative classes like Contest and Student's Created Activity (SCA) are built on team competition, when one team creates, develops tasks for another. Cadets are





more active and the learning process is more effective when they compete with each other and create tasks and exercises for each other. Often these tasks are developed during the lesson without prior preparation.

The cadets follow the scenario suggested by the teacher. Let's imagine the game integrative lesson "Go around Lesson" as example. Since the course is in English language, then the script is presented in English language. At one of the methodical live offline seminars conducted by the famous methodologist, author of authentic textbooks David Evans, the idea was expressed, "If you want to learn, teach!" Students (cadets) should sometimes be able to decide for themselves what they will do under the guidance of the teacher.

Topic: "Hazardous Weather".

Level: A2-B1 cadets

Cadets have been studying General and Professional English for 2 years.

Aim:

– to revise the vocabulary and grammar on the topic; to develop the skills of classification and differentiation; – to develop abilities to search necessary information; – to develop skills to work in a team. Result: by the end of the lesson cadets are expected to know and be able to revive vocabulary on the topic from the memory and be able to use it in their own sentences.

Scenario.

Cadets are split into the groups of 3–4 people and get a worksheet. The team has to follow the steps and work out tasks for their competitors. After my signal they pass their tasks to the next team. I set the time limit of 1 or 2 minutes and the teams do the tasks writing the name of their team on this worksheet in a special box. Then they give their worksheet back to the team which developed the task and that team corrects it. Thus, they go through all the steps. The team which gets more points is the winner. It gets a prize – affirmation from the instructor. This is their worksheet. The names are Delta, Aeroflot, etc

Procedure

1. We are going to have a competition between Aeroflot, AirFrance, Delta and Swiss Air airlines. Look at the call signs on your desks and split into the groups
2. You will have 9 rounds. Your points will be recorded into your worksheets. The winner will have excellent marks. When you are ready, start your answer with the words "Delta is ready to speak".

In round 4, cadets will create tasks for opponents in the white field, opponents will write the answer in the yellow field of the same card, then they will be returned for verification to the team, which created a task.





Rounds

1. ABC dictation. Listen and copy the capitals, time and altitude. I will read only once. Reykjavik (Iceland), Jakarta (Indonesia), Wellington (New Zealand), 12:15Z, 13500 ft.
– 5 points

Pens DOWN

2. Spidergram. You will have a list of words and a blank paper. Draw a spidergram and comment upon it – 5 points (5 categories – do not voice). Use the words: is divided/subdivided into, can be, we think, as we see it, there are

Weather: cumulonimbus, icy, moderate, head, precipitation, shallow, altostratus, wind, clouds, visibility, hazards, thunderstorm, icing, thick, few, fog, rain, a microburst, heavy snow, cross, hail

3. Listening. Volmets. Copy the information and read back. (3 points each – 12 points. 3 – all is correct but one, 2–3 inaccuracies. 1–4 and more inaccuracies) Come to the front and read back (Aeroflot – 1, Delta – 2).

1. Berlin Tegel 2020 320° 4 knots, 10 kms or more, few 1100 ft, temperature 13, dew point 11, QNH 1021, trend no sig.

2. Berlin Schonefeld 2020 290° 5 knots CAVOK, temperature 13, dew point 10, QNH 1021, trend no sig.

3. Berlin Tempelhof 2020 330° 5 knots, 10 kms or more, scattered 1100 ft, temperature 13, dew point 11, QNH 1022, trend no sig.

4. Dresden 2020 290° 3 knots CAVOK, temperature 13, dew point 11, QNH 1021, trend no sig.

4. Scrambled and missing letters – 6 points.

Write the task and when I give the signal, pass it to the next group. The other group writes the solution and gives it back to check.

5. Video. – 3 points+ 2

1. Answer the following questions:

1) What is the function of the Federal Government's Aviation Weather center?

2) What kind of danger can thunderstorms present to pilots? What damage can an aircraft receive in case of getting inside a thunderstorm?

3) What lessons were learned after the crash of Southern Airlines flight 242 in 1977? What were two major improvements that were introduced after that crash?

2. A thunderstorm ahead of you, deviate the thunderstorm south of the route.

3. Cleared to climb to your altitude over point C to detour around the thunderstorm.

4. You will avoid the thunderstorm 10km left of the route.

5. Delay is expected for the next two hours.

6. Proceed to your alternate due to thick fog at our airfield.





7. Visibility has improved, expect approach clearance not later than in 20 min.
8. Visibility is reduced by smoke, be careful on landing.
9. Fog is becoming thicker and the aerodrome cannot receive you. What are your intentions?
10. Return to the departure aerodrome, a heavy thunderstorm is expected on route.
11. Your departure is delayed for indefinite time due to weather.
12. The landing surface ice-crusted, braking poor.
13. There is fog at our aerodrome, you may land only at your discretion.
14. For your information; the main centre of the thunderstorm is moving to the north-west of the aerodrome.
15. Be informed of snow showers over the mountains.
16. Taxi carefully, braking is poor.
17. Proceed via Upper Yellow 2. Request level change on route.
18. Call me back for upper winds on present frequency some minutes later.
19. Expect approach clearance not later than at 25, wind 3 knots, visibility 2 miles, ceiling 1000 ft 8/8, QNH 1013.1mb.
20. Read and speak. Weather Hazards. – 3 points. Read a piece of information about the weather hazard. Choose the picture. Come to the front and characterize your hazard.
21. Acting out – 5 points. One of you is a pilot. The other one is a controller. The pilot requests the information about the weather. The controller gives the information. How often did the pilots get weather updates before those improvements? What about nowadays?
22. What other duties, apart from providing weather reports, do meteorologists have? What is a SIGMET? What for and how are SIGMETS issued? One by one sound the video. I will play it on mute, you will speak. + 2 points
23. Dialogues. Weather Hazards – 3 points
In your group read back the commands. Then choose two commands and speak to the group next to you. The other group will respond.
 1. Report the meteorological conditions as you see them from your aircraft.In conclusion, I would like to note that as a result of such classes, the cadets' interest and motivation for learning the language increases, which leads to greater efficiency and develops their creative communication skills. Non-standard classes help diversify traditional classes and activate the cognitive activity of cadets in English classes.





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