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AUTHENTIC MANUALS AS A TOOL FOR PROVIDING CADETS WITH THE SKILLS FOR EFFECTIVE COMMUNICATION COMPETENCE

Abstract: The article deals with the problem of using authentic manuals in teaching English at military academies in Russia. Acquisition of communicative competence and stable motivation support are the cornerstones of appropriate professional communication. The extensive use of authentic students' books and other professional teaching materials in the educational process will meet and expand the cognitive level of students. The conclusion is based on the statement that the professional English teaching at Russian military academies has to be acknowledged as one of essential stages of advanced professional training of cadets.

Keywords: communicative competence, authentic manuals, military academy, professional knowledge.

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ФОРМИРОВАНИЕ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ КУРСАНТОВ С ИСПОЛЬЗОВАНИЕМ АУТЕНТИЧНЫХ УЧЕБНИКОВ

Аннотация: В статье рассматривается проблема использования аутентичных учебников на занятиях по английскому языку в военных вузах России. Формирование профессиональной иноязычной компетенции курсантов, необходимой для профессионального общения, и поддержание устойчивой мотивации к изучению английского языка возможны при активном внедрении в учебный процесс аутентичных учебников и учебных материалов. Аутентичные учебники представляют обширный профессиональный информационный материал, необходимый для удовлетворения познавательных потребностей курсантов ведомственных вузов. Делается вывод, что профессиональный английский язык, изучаемый в военных вузах России, становится фактором опережающего профессионального обучения, вооружает курсантов знаниями по их специальности.

Ключевые слова: профессиональная иноязычная компетенция, аутентичные учебники, военные вузы, профессиональные знания.

The essential educational target of Russian military academies is to expand the intellectual and professional competences of cadets through military training and education to a level demanded of an Army Officer.

Military academies state the aim to develop excellence for leadership in cadets to be prepared for sophisticated intellectual challenges of a rapid technological progress. In technical higher education institutions with communicative and professional targeted foreign language training the

focus is made on communicative and cognitive needs of a student to support their further professional career.

Since mastering a foreign language is defined in academic provisions as a federal component of the State Educational Standard, the importance of foreign language competence has been approved as a priority skill for a modern army officer [1]. Foreign language training standards imply acquisition of intercultural, communicative, professionally oriented competence indispensable for professional communication, obtaining information on the state-of-art achievements of military science and technology irrespective of a particular military division. Dedication to military service implies excellence and high professional competence of military specialists, linked with high level of responsibility, innovative technologies and modern types of weapons and equipment [2].

As foreign language classes at military academies are professionally oriented, all educational materials and activities shall also be strongly professionally targeted to generate the professional skills of students and cadets. Professionally oriented foreign language training is always based on the needs of students in the context of their future specialization. Communication in a foreign language, reading special literature define the level of mastering the language, which on the other hand, is linked with general personal growth of cadets and acquisition of specialized skills, based on professional and linguistic knowledge.

The efficiency of the educational process sustained by positive motivation for future professional career, is dependent both on internal motives (personal involvement of students in educational process, good interpersonal relations in class, positive attitude to training) and external incentives (cross-links between different subjects, on-going continuous performance control, personification and differentiation of education, motivation and incentives methods). A pursuit to acquire new special knowledge arises when students realize that a foreign language is a tool to get professionally valuable information from a foreign source [3].

Fortunately, foreign language teachers have an opportunity to integrate the linguistic and cultural goals of teaching a foreign language, since along with linguistic they also generate sociocultural competences. Sociocultural competence implies mastering the essential and background vocabulary from authentic texts, ways of translation from a native to a foreign language, communication strategies in a particular professional field, with respect to the specific mentality of foreign culture.

The communicative competence in a foreign language is best achieved if the language learner immerses into the culture of the country of the target language. Without this immersion it is very difficult to learn, therefore, the teacher needs to think of realistic and imaginary communication situations in the classroom using various methods and techniques (discussions, role games, creative projects, etc). In order to sustain motivation to learn English, the teachers borrow materials from authentic manuals like «English for the Military», «Aviation English» by Henry Emery and Andy Roberts, etc. [4]

We believe the educational process will benefit from using authentic manuals for several reasons. Firstly, authentic tutorials are equipped with CDs, which facilitate the development of complex language skills due to diversification of interactive work. Furthermore, the authentic tutorials contain rich lexical material, including modern special military terms in set phrases. Finally, the authentic textbooks provide an extensive actual material based on reliable data in the context of intercultural aspects of military and professional areas. The aforementioned arguments definitely contribute to professional foreign language competence of cadets at military academies.

We assume that only comprehension of a foreign language as a tool to get professionally and personally valuable information from a foreign source and practical application of this information in professional activity is a key factor to support motivation in foreign language training at all levels.

All above will contribute to generation of professional foreign language competence of cadets at military academies, and multiplied by their professional knowledge, will upgrade a foreign language from a general subject to an engine of acquiring knowledge for further personal and professional growth to meet acute requirements of professional military training.

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