

MILITARY STUDENTS' FOREIGN-LANGUAGE COMPETENCE AS COMPONENT OF PROFESSIONAL READINESS

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The goal determines the content of the subject. Professionally-oriented teaching of foreign language to cadets takes place through the language teaching material, which establishes the relationship between the cadets' desire to acquire knowledge of military-specialised disciplines and the success of language acquisition. Therefore, the content of language teaching material should be oriented to the military sphere. The profiling of language teaching material, tasks, and speech situations motivates cadets to study a foreign language, as cadets realise their professional needs through the content of the studied material. The acquired knowledge of the speciality from the teaching material of the "Foreign Language" discipline will help the cadets to improve their professional training, to form their world outlook, to develop their outlook, to solve tasks by applying this knowledge.

In order to develop an effective methodology of teaching a foreign language, it should be taken into account that text is known to be the main unit of communication in the organisation of teaching material. The main criteria for selecting texts, the most important characteristic of which is authenticity, should be: professionally oriented cognitive value; correspondence to the educational and educational goals of learning in a military university; correspondence to the interests of the learner. In the process of learning to read on professionally oriented language material, cadets master the methods of processing educational and professional information, learn to formulate their thoughts correctly. By modelling a professional situation in a foreign language, we create communication conditions that are as close as possible to the real one, which makes up for the lack of interaction with a native speaker in the military-professional sphere.

The professional orientation of teaching foreign language to military cadets using innovative pedagogical technologies directly affects the formation of their readiness for professional activity.

References:

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