

Characteristics of the Pedagogical System for Developing the Educational Potential of the Academy Cadets in Studying Military English

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Abstract: In this article, the characteristics of the pedagogical system for the development of educational potential on the basis of competence among cadets of the academy in the study of military English are considered and studied.

Key words: pedagogical system, competencies, English language, cadets, teaching methods.

The main practical aim in teaching a foreign language is to form and develop students' learning potential through the formation of a number of private competencies (linguistic, strategic, sociolinguistic, social, sociocultural and discourse), especially among cadets of the academy.

Each of the above competencies of the pedagogical system plays an important role in the development of educational potential in the education of a future specialist in almost any specialty:

"The interconnected formation of all components of foreign language communicative competence forms the cadets' ability and willingness to communicate in a foreign language in the field of professional communication and act as an interlingua and intercultural mediator: the content side (linguistic component) is logically connected and organized in accordance with the intention of the communicant (discourse component) in a certain context (sociolinguistic component) using strategies to overcome possible obstacles (strategic component) and taking intercultural differences (intercultural component) into account" [1].

In order to achieve the most effective language acquisition, increase the level of its understanding, master grammatical linguistic and lexical skills, improve the ability to confidently express one's thoughts and develop educational potential, it is necessary in the learning process to pay attention to the formation of the characteristics of the pedagogical system based on communicative competence: exactly this one – the total formation and subsequent development of all its components will contribute to the achievement of efficiency.

At the same time, it should be taken into account that the professional training of a military specialist of any specialty necessarily includes teaching oral and written communication in a foreign language, which implies not only knowledge of linguistic and grammatical material, but also the ability to transform this knowledge into a coherent, logically consistent statement, which in its turn, leads to the need to pay special attention to the formation of the discourse component in the frame work of the formation of foreign language communicative competence [2].

Considering the variety of existing definitions of the pedagogical development system based on competence, one can not fail to notice that they all represent an integral, unified structure of the phenomenon, consisting of many interrelated components that serve to develop the potential of the Academy cadets in learning a foreign language. It follows that: it is impossible to reveal the content of the concept of "pedagogical system" if we consider it in only one any aspect, such as "the availability of relevant knowledge, skills, professional orientation of the individual, possession of professional communication styles, etc.)" [4].

From this point of view, the most complete definition of the pedagogical system for the development of educational potential on the basis of competence is the definition given by S.A.

Samandarova, which allows us to consider the study of pedagogical competence as an integral system in the development of potential, including "professional orientation, motives, goals, value orientations". Let us consider in detail each of the aspects of pedagogical competence that are used in the development of educational potential:

1) The motivational aspect implies that the cadet has the ability to master the language, and means, in general, the readiness to use the discourse. This aspect develops if the maximum interest of the trainees is ensured in the classroom.

2) The cognitive aspect involves knowledge of the rules of the language being studied and the specifics of its discourse. This aspect is reflected in the study of new vocabulary and grammatical phenomena of the language, the creation of special memos, dictionaries and reference books.

3) The activity aspect is the students' creative realization of various skills of discourse competence [3].

4) A text-oriented component, which involves the organization of sentences so that they form a single whole - a coherent text or statement with all its inherent properties.

This component of the pedagogical system is based on the skills:

- the ability to use the lexical resources of a foreign language to create a text and apply them to interpret the text;

- the ability to identify the topic and problem in the text; - the ability to logically build statements in a foreign language;

- the ability to analyze oral and written text in terms of the presence of explicit and hidden, main and secondary information in it;

- the ability to plan an oral/written text in a foreign language.

At the moment, great attention is given to the skills of the text component in a higher military educational institution.

5) The formation of the characteristics of the pedagogical system for the development of the educational potential of the Academy cadets in the study of military English is possible with the help of various types of receptive-analytical and practical exercises: - retelling, short presentation (tasks can be as follows: retelling the text in 5 sentences, concise transmission of the content of the text, transmission of the text as if the reteller was a participant in the events described, retelling on behalf of the hero);

- retelling-translation (in this case, students should be oriented not to a word for word translation, but to conveying the meaning of a speech work, dramatization, etc.).

Speech exercises can also become effective in the process of forming the characteristics of the pedagogical system for developing the educational potential of Academy cadets when studying military English. It is possible to use these exercises if they (exercises) activate the students' imagination: tasks like "Imagine that ..." can also be useful for assimilation of foreign language material, as well as real-life communicative exercises in which students report, for example, about the events of their lives.

Thus, the formed interrelated skills in all types of speech activity (listening, speaking, reading and writing) can be considered as the main indicator of forming the pedagogical system for the development of educational potential on the basis of competence among cadets.

Moreover, the correct use of the pedagogical system for the development of educational potential on the basis of competence, for example, listening which is responsible for the correct recognition and understanding of speech and. Therefore, it has an impact on the communicative situation as a whole;

speaking skills – form the ability to logically build one's statement in accordance with genre and stylistic features;

reading skills (viewing, introductory, studying) allow the student to highlight key, supporting events for subsequent oral presentation;

writing skills help to formulate one's statement not only in oral speech, but also in written one. Moreover, they serve as an additional means to consolidate the acquired knowledge.

In general, the degree of formation of the pedagogical system for the development of educational potential on the basis of competence in a higher military educational institution, as in any non-linguistic university, can be represented using five conditional levels [2], which practically coincide with the

Common European Framework of Reference (CEFR) of language proficiency levels. As a rule, it is determined by mean of testing.

1) the initial level (A1- Breakthrough) of forming discourse competence is characterized by the initial level of mastering the types of speech activity: listening, speaking, reading, writing;

2) the average level (A2 – Waystage) of forming discourse competence, which also implies the initial formation of skills and the development of skills to maintain communication in a foreign language within a given situation;

3) the intermediate level (B1 – Threshold) of forming discourse competence, which implies relatively independent use of a foreign language;

4) the upper intermediate level (B2 – Vantage), characterized by sufficiently developed skills of the cognitive and activity aspects;

5) a professionally sufficient level (C1 – Advanced), emphasizing the most effective development of discourse competence in the conditions of higher education in a non-linguistic profile.

By the time they enter a higher military educational institution, it is assumed that the cadets have an advanced level of forming all components of the pedagogical system for developing students' educational potential.

Consequently, it is worth forming and assessing the degree of forming the skills and abilities of the pedagogical system for the development of educational potential on the basis of competence among cadets in a higher military educational institution, starting from the initial level. Considering the issues of the formation of pedagogical competence with the help of "practical training of cadets through their mastery of all types of speech activity" [5], it is impossible not to notice that the main emphasis is on reading. Reading - introductory, search / viewing and studying, translation – written and oral, is used in a higher military educational institution throughout the entire period of teaching a foreign language as a means of teaching and controlling the accuracy of understanding and as a way to receive and transmit information. The leading role of reading is emphasized in various methodological documents, including methodological guidelines. According to the methodological requirements for the training of military specialists, the program in the discipline "Foreign language" for cadets of higher military educational institutions takes place in stages. In other words, according to the above requirements, a military specialist must have professional in listening, speaking (namely, the minimum skills and abilities of foreign colloquial speech, both monologue and dialogue) and reading. Students develop the skills and abilities of written speech in the course of independent work.

Thus, that a competent and successful study of military English from the point of view of oral and written communication within the professional field directly depends on the degree of formation of all components of the pedagogical system on the basis of competence in the development of the educational potential of the cadets of the academy during the study and, therefore, emphasizes the need in including all of the above into a thorough training program and components equally, which is generally complicated by a number of rather significant difficulties associated with the various factors already mentioned by me earlier (both private and general).

The topic of the characteristics of the pedagogical system for the development of educational potential among cadets of higher military educational institutions in the study of military English is certainly relevant and deserves special attention.

Based on most definitions, we can say that modern training technologies and developments, based on the basic principles of teaching a foreign language for specific purposes (ASP), can significantly increase the effectiveness of the process of teaching a foreign language.

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