

РОЗДІЛ 3

МОВНІ СИСТЕМИ: ПРОБЛЕМИ РОЗВИТКУ ТА ФУНКЦІОНУВАННЯ В ПОЛІЕТНІЧНОМУ ТА ПОЛІКУЛЬТУРНОМУ ПРОСТОРИ

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FOREIGN LANGUAGE TRAINING INTENSIFICATION

The article deals with the intensification of foreign language learning in the military institute as there is an urgent need to review the approaches to determining the level of education and qualification of specialists for the organization of the educational process in educational institutions in the context of reforming the Armed Forces of Ukraine. The role of comprehensive language training of Ukrainian soldiers and their knowledge of military and business English, which is one of the main priorities in achieving interoperability of the parts and the Armed Forces of Ukraine during multinational exercises, peacekeeping, counter-terrorism and search and rescue operations under the auspices of international organizations, increases. The article contains methods for intensification of the foreign language training process. The aims of language learning, difficulties in this process are considered. Options for foreign language training intensification are offered: interactive video-conferencing learning, «Cyber Security» specialized course, and memory training workshop. The exercises for memory training and development which can be used in educational process are analyzed. Special attention is paid to the fact that nowadays the quantity of world information doubles every 10-15 years and very often military students cannot cope with it. Contradictions in the educational process are considered. The techniques of memory training are recommended.

Key words: intensification, education, memory training.

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ІНТЕНСИФІКАЦІЯ ВИВЧЕННЯ ІНОЗЕМНОЇ МОВИ

У контексті реформування Збройних Сил України існує нагальна необхідність перегляду підходів до визначення рівня освіти і кваліфікації фахівців для організації навчального процесу в освітніх установах. В статті наведені методи інтенсифікації процесу мовної підготовки. Досліджується мета вивчення іноземної мови, труднощі в цьому процесі. В статті пропонуються наступні опції інтенсифікації процесу вивчення мови: спеціалізований курс «Кібербезпека», навчання через відео-конференції зв'язок, гурток з тренування пам'яті. Особливу увагу приділено вправам для тренування та розвитку пам'яті, які можуть бути використані в навчальному процесі.

Ключові слова: інтенсифікація, освіта, навчання пам'яті.

In the context of reforming the Armed Forces of Ukraine, there is an urgent need to review the approaches to determining the level of education and qualification of specialists for the organization of the educational process in educational institutions. Military education in the current situation requires the intensification of the educational process by introducing new learning technologies and methods of teaching.

An important component of Ukraine's foreign policy is a further deep military cooperation with international organizations, including the United Nations (UN), European Union (EU) and the North Atlantic Treaty Organization (NATO), where English is used as the main working language. In this context, the role of comprehensive language training of Ukrainian soldiers and their knowledge of military and business English, which is one of the main priorities in achieving interoperability of the parts and the Armed Forces of Ukraine during multinational exercises, peacekeeping, counterterrorism and search and rescue operations under the auspices of international organizations, increases.

Improving the quality of training in high-tech professions involves mastering at least one foreign language. Learning English by the officers of the Armed Forces of Ukraine is aimed to achieve a certain standardized language level according to the concept of language training of the personnel of the Armed Forces of Ukraine.

This article aims to provide some analysis and research to focus attention on real innovations and changes that can be put into practice in a military institute in order to energize key stakeholders to create, develop, and implement new ideas. In this context, we would like to intensify supplementary language training (SLT) by conducting workshops for different student's needs and provide the students an environment where they can study English outside of class. To accomplish this, 3 options are provided, that, to our mind, will be the most beneficial, such as: interactive video-conferencing learning, «Cyber Security» specialized course, and memory training workshop. For each option, there is a strategy process for implementation that includes a scope and sequence. It will be a model that can guide all three options. We believe that offered innovations will benefit the military institute, as the ideas and practices are advantageous improvements and can be accepted as an inevitable part of an educational process.

Dynamic processes occurring in the area of military activity, puts into first place the time factor that is needed for training to a specific educational qualification level and, the cost factor of specialist preparation, namely the effectiveness of cadet training.

The rapid growth of scientific information that has to be learned at different levels is one of the universally recognized scientific and technical features of social progress of the second half of the twentieth century. Nowadays it is known, that the quantity of world information doubles every 10-15 years. Scientists stress the fact that every minute about 2 thousand pages of scientific text is published in the world, annually about 7 billion pages of printed text are issued; a scientist must spend about 17 years of life mastering the scientific literature published per year. Moreover, in recent years we have moved from a shortage of information to its saturation. According to Eric Schmidt, every two days mankind creates as much information as was produced from the beginning of our civilization until 2013. It's about five exabytes of information per day. Today we need help in navigating to find the information that we seek [1, c. 56].

Based on the foregoing, we can identify the following contradictions in the educational process:

1. The contradictions between the new needs and aspirations of the individual with level of the tools' mastery necessary to meet them.
2. The contradictions between the new cognitive goals, objectives and available means of action, and new situations and previous experience of the individual, and between established generalizations and new facts.
3. The contradiction between the daily intake of large amount of information and familiar brain ability to perceive and remember information, imperfections of psychophysical development of a person.
4. The contradiction between usual workload, and training in conditions of high information and psychological stress with a deficit of study time.

The purpose of learning a foreign language in high school at the present stage is the mastery by the military students the communicative competences that will implement their knowledge and skills for solving specific communication problems in real-life situations. Foreign language serves as a means of communication, dialogue with other nations and is a vital necessity. Military students should be trained using modern, authentic educational materials for the use of foreign languages in later life and career. The purpose of teaching is to study the lexical, grammatical, morphological and stylistic fundamentals of the English language together with the achievements of the students' abilities to perform professional-oriented speech activity in the four main activities – listening, speaking, reading and writing. The planned outcome study: 2800-3400 lexical units of combined every day and military English; grammar rules to the extent necessary for communication, reading and writing in a foreign language; and the rules of military literature translation. To form general (professional, military, professional, special, etc.) competencies while studying to gain such competences, as follows:

Written communication:

- correspondence;
- resume writing.

Oral communication:

- participation in the discussion;
- rules of greetings and polite conversation;
- sharing information over the phone;
- exchange of views.

Social and cultural competence:

- work in a multicultural environment.

Among the topical issues is language training for professionals of the higher military school view the revision of educational programs towards dynamic compression for intensifying the language training of military students; bringing the learning content according to the military experts' experience in combat and in the operational training of their troops, their use in peacekeeping missions, local conflicts and wars; searching for new teaching methods to improve the speed and quality of memorizing information; refurbishment of educational facilities; increasing the resources for motivational training activities. The intensification of the educational process, with its heavy load of information and psycho-physiological tensions, refers to improving the efficiency of learning, not simply by increasing labor costs, time, teachers and students, and financial resources, which is typical for extensive development, but primarily due to their more efficient use and creation of favorable conditions and the perception of educational material. It provides a full and reasonable use of the achievements of pedagogy and psychology, sociology and other sciences. The aim of intensifying training in higher military school, through the integrated use of the most effective forms, methods and means of teaching and the organization of close cooperation between them, is to ensure that it better meets modern requirements to practice military training to highly qualified specialists.

Intensive training is based on the consistent use of various learning activities that provide a gradual increase in levels of assimilation of educational information from the level of «readiness» through to the levels of «recognition», «reproduction», «application» to «creativity». The main of them are: the formation of study groups on the results of test performance, rapid reading, note-taking at various

levels of communication, role communicative games, competitions and collective creativity. These techniques of intensive training in humanities have a continuity of traditional methods, as for all stages of learning using conventional teaching materials for traditional courses.

Unlike traditional teaching, intensive training includes a number of new types of training activities aimed at self-improvement and the harmonious development of the cadet's personality. Self-study work requires the ability to overcome physiological barriers using techniques of psycho-selfregulation, and include such kinds of educational activities as dynamic reading, rational methods of working with texts, participating in role-playing games, competitions and more.

In the context of intensification of the learning process the overcoming of barriers happens and it needs a special psycho-physiological situation that mobilizes the body to overcome them. This creates information «overload» in conjunction with simultaneous psychological compensation, in game form, in a suggestive emotional «relief.» Thus, the most informative stimulation allows the subconscious to download large amounts of information.

The objectives of the foreign language training intensification are:

1. Discover revolutionary teaching strategies that will enhance the foreign language environment.
2. Boost intrinsic motivation and increase learner confidence in using the target language.
3. Rediscover technologies in teaching and learning. Improve communication, and create an interactive learning environment.

Our aim is to search known trends of intensifying education at high information and psychological tension. While analyzing the possibilities of increasing the intensity of perception of new material we cannot pay attention to associative material perception; dynamic reading and memory development of military students.

In this article, we pay attention to the strategies of memory training. Exercise encourages the brain to work at optimum capacity by stimulating nerve cells to multiply, strengthening their interconnections and protecting them from damage. During exercise nerve cells release proteins known as neurotrophic factors. One in particular, called brain-derived neurotrophic factor (BDNF), triggers numerous other chemicals that promote neural health, and directly benefits cognitive functions, including learning.

Sentence Pairs (Advanced)

Instructions:

Cut as many strips for the number of cadets that you have. The cadets have to walk around and read their part of the sentence until they find their match. To make this more challenging, you can have the students memorize the sentence, and then go around the room speaking their sentences until they find their match.

Dialogue Strips (Advanced)

The dialogues can also be used as a memorization activity. Cut up the dialogues and pass one sentence out to each person in the group. Give each of the cadets 1-2 minutes to memorize their sentences. Collect the sentence strips, and have the students wander around, repeating their sentences to find the 3 other people who fit into their dialogue.

The cadets have to put the dialogues together only by saying the sentences. They are not allowed to write the dialogues down. When they think they have the correct order, they have to present them to the teacher or to the entire class.

Tell Me Why

Level: Medium to Difficult

The point of this game is to try to answer questions. We often take for granted many things but if we consider them carefully sometimes they are not necessarily logical. These questions are intended to make cadets speak. In most of the cases there are no «right» or «wrong» answers. Here are some examples:

If you're so wise can you tell me why: some birds have wings but never FLY; people wave their hands when they say good bye; the ocean's blue and so is the SKY; we stretch and yawn when we feel so tired.

Add a Word

Level: Any Level

Rationale: Students practice grammar and syntax.

Method: One cadet begins a sentence by saying only one word. The second student must say a word which continues the sentence. The third must continue, and so on, until someone says a word that does not fit syntactically or grammatically. If the sentence comes to a logical end without error, the next student may say «period» and begin a new sentence with a new word.

The instructor may suggest a topic to get things started. What the students say may also be recorded and played back, so the class can discuss the error that stopped the sentence.

A Conversation Idea – How Do You Kill Time?

Level: Medium

Here is a simple idea to generate chat among the cadets. We all know that there are moments during the day when we have nothing to do, no plans. For example, when you are waiting for a teacher, a friend and so on. How do we occupy these periods of time, either mentally or physically? For example:

Activity A What do you do during the TV advertisements?

Activity B Ways to pass the time/occupy your mind/self when you are: in a bus queue, waiting at a supermarket check-out, in a doctor's waiting-room, in a traffic jam, and so on .

Extreme Situations

Level: Medium to Difficult

The point of this activity is to make difficult questions involving choosing a course of action in extreme situations. Usually this situation will involve feelings, prejudices, ethics, and so on [3].

Examples 1:

You are on a deserted island. There is a motor boat and you are the only one who knows how to drive it. It is up to you to decide which people of the following people you are going to take with you in the boat. There is space for only you and 3 more people.

Three-month memory training workshops can be conducted during the first year of studying to teach the students new techniques and to prepare them to use constantly and by themselves. Below the chart «Memory Skill Builder: Scope and Sequence» is offered

on the sample of one technique used by Tony Buzan. It can be used as a sample for a more extended program.

Figure 1 Implementation of the memory training workshop

MEMORY TRAINING WORKSHOP (MTW) Scope & Sequence				
Technique	Day 1	Day 2	Day 3	Day 4
Tony Buzan Technique	Workshop expectations; Introduction to MTW; Administrative Requirements and Briefing; Quiz; Tips for Improving Memory (PP Presentation); Discussion «Students Wants, needs and Expectations	Task Distribution; Introduction to Study skills; Task «Word Bank»; Evaluation and Feedback; Home Assignment	Homework Review; Vocabulary activity; Task Distribution; Task «Math Word Bank»; Evaluation and Feedback; Home Assignment	Homework Review; Vocabulary activity; Task Distribution; Task «Rhyming words»; Evaluation and Feedback; Home Assignment; Students Feedback

So, time dictates its own requirements and current situation of foreign language learning in higher military educational institutions has changed significantly. Thanks to the spirit of the times and changes in general in the world and in the minds of people the knowledge of foreign languages is obvious. Today it is important to prepare not only the specialist, but also a professional, when not military strength will be a decisive factor in the victory but the professionalism of military personnel. The results of the world, local wars, armed conflicts, major strategic operations, battles show that their success depends strongly on training, moral and fighting qualities of officers, their ability to identify and plan major measures to improve the combat readiness of troops (forces) and ability to implement them effectively into practice.

Education is a treasure that can never be taken away. Institutes can flourish when students have access to quality education, high-performing and enrichment activities, and skills training and knowledge for continuing education needed to advance in specialized military spheres. Since wants, needs, and expectations change very fast, the necessity of redesigning the English training process is of high importance [2]. The innovations offered result from deliberate efforts that are perceived as best practices used in English language training environments, which are intended to bring about improvements, and that have the potential for diffusion. Innovation is worth the effort because it facilitates program renewal, enhances teacher's careers, minimizes teacher burnout, improves instruction, and allows programs to be responsive to changes.

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