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The importance of the English language training in higher military educational institutions

In the period of the successful development of Azerbaijan's comprehensive relations with the countries of the world, the problem of studying foreign languages, which play a leading role in the modern world, and primarily English, which is globally recognized as the main language of communication, has become of particular importance. Today, as in all other fields in Azerbaijan, serious reforms are carried out in the field of Education. As is known, the Azerbaijani education system integrates into the European education system. However, despite the significant reforms carried out, a number of problems are still awaiting their solution. The most important of these problems is the training of Foreign Language teachers who meet the requirements of the day in the era of globalization.

Key words: development, foreign languages, education, linguo-didactic basic, cadet.

Introduction

Today in our country there is a great need for specialists who have perfectly mastered English – the language of global communication. In this regard, the training of professional teachers who are able to organize the training of foreign languages, primarily English, in accordance with the requirements of the day, have a high level of qualification, is becoming one of the most urgent issues on the agenda, which is of strategic importance. It should be noted that while there are no serious problems in this area from a quantitative point of view, quite a number of problems related to quality are observed. A modern English teacher who meets the requirements of the time should be communicatively competent, linguistically educated, maximally close to the level of a highly educated language carrier. However, it should be noted that there is a serious need to investigate a number of problems that are associated with the training of the English language teachers. One of the important issues that need to be studied is the issue of teaching reading in language faculties.

Instilling the teaching of the taught foreign language following the linguo-didactic basis still remains one of the most important and not properly solved problems of modern methodology. Talking about the instillation of speech habits in the specialty language in military schools the special importance of instilling reading habits in students at this stage of training should be noted. It should also be emphasized that by properly organizing teaching in English here, we create the appropriate conditions for the more effective development of speaking, writing and hearing-understanding skills and habits in the cadets.



Methodological basis

Theoretical analysis and composition, observation-comparison method, social pedagogical method and mathematical-statistical method were used in the research work.

Main body

Analysis of problems and difficulties arising during teaching English-language training in higher military educational institutions on a lingvo-didactic basis. The intensive development of various norms of teaching foreign language in our republic results in changing the requirements for education in Military Academies of various levels and, in particular, language education. The education of military personnel who can use a foreign language as an instrument of communication in the context of the civilization of the modern world is currently one of the main goals of teaching a foreign language in military academies, which requires us to revise textbooks or teaching aids, conduct studies that include new methods, find more optimal variants in teaching the language. On the other hand, along with the need to teach foreign languages to various categories of cadets, a need arises to adapt English in a new educational context in a professional direction. It is no secret that cadets studying in military academies face considerable difficulties when conducting professional-oriented dialogues with their colleagues, so we can argue that the issue of improving competent teachers and new textbooks that can help cadets learn a foreign language professionally should be formed. It is this issue that preconditions the priority directions in the field of more in-depth teaching of English to cadets. It should also be noted that the studies carried out on the development of a foreign language in military academies on a Linguo-didactic basis in a profession-oriented direction, I would say, are nearly absent, which is very important in the era when there is a need in our Republic for high-level servicemen in the military system, who know several languages right off.

The problem of knowing the language and mastering the ability to use it directly depends on the cultural context and individual characteristics of the members of society in the historical period in which we live, as well as whether the person to whom it is addressed is a linguist-scientist, language user or language learner. Mastering the language implies the ability to demonstrate comprehension, understanding peculiar to the bearer of the language, to use it fluently in various speech situations, to build a grammatically correct sentence or text, to express thoughts in writing [1].

As is known, the effective organization of the any foreign language teaching process is directly related, first of all, to the correct setting of goals corresponding to the current training context. If the goals are set correctly, the content of teaching and the definition of the methods, techniques and technologies to be used, the setting of priorities, that is, the most important tasks that reflect field issues,



becomes much easier. Thus, when defining goals and objectives, it becomes necessary to proceed from the existing reality [2].

Today, when determining the goals of teaching foreign languages, including English, in Azerbaijani military schools, what knowledge, skills and habits the cadets acquire is taken as the main result. For many years, the main goal of teaching English in military schools was not directed to achieving communicative skills by the cadets, but rather to acquiring grammatical knowledge [3]. It is from this aspect that the process of teaching the language in military schools in most cases was traditionally based on the principles of the grammar-translation method. In the subject curriculum, compiled in accordance with the requirements of the time, modern pedagogical-psychological approaches, these features of grammar-oriented teaching have been sufficiently taken into account, which has opened up opportunities for the vivid expression of the goals of result-oriented training, which serves the development of communicative speech skills of cadets. However, we are witnessing a strange picture that creates a paradox with training goals. Thus, the knowledge of those who study both in higher military schools and in other educational institutions is checked by testing. And since testing is aimed only at checking grammatical knowledge, it is in this direction that the process of teaching a foreign language is built, which manifests itself as a natural phenomenon. However, in fact, such a situation completely contradicts the principles of the communicative approach, which is currently widespread in the world and significantly meets the most acceptable, relevant and modern requirements in the field of language teaching, and, in principle, is unacceptable.

Studies show that the grammatical translation method, which is characterized as a traditional method, puts forward mastering of the language system as the main goal [4]. When using it, no distinction is made between teaching the existing rules and the ability to use them. According to the basics of linguo-didactic training, knowledge of the rules does not at all mean the ability to use them. That is, in most cases, good mastery of the rules cannot ensure successful communication. Thus, cadets cannot speak quickly, sometimes they do not understand what is being said and do not have enough vocabulary to speak [5].

Experience shows that most of the language teachers who declare themselves as supporters of the principle of communicativeness consider it appropriate to turn to traditional methods in practice, in particular to the grammar-translation method. Therefore, in the study of English as a foreign language, it is preferable to perform such activities as memorizing dialogues, mastering separate grammatical structures. Phonetics, vocabulary, grammar, which are the aspects of the language, are often taught in isolation from each other [6].

As for the teaching of grammar, occurrence of serious changes here in recent times, introduction of qualitative changes in the structure, content, used methods and styles of grammar teaching should be noted. However, it should also be noted with regret that the grammatical competence of graduates of language faculties still does not meet the requirements set. This gives us the right to say that the English language is a fact that proceeds from teaching it not based on linguo-didactic training. Communication, which includes didactic training, is a great opportunity to



comprehend the language, to master it. Though the learners can perfectly write and read, and understand it well since they are more engaged in these activities, the process of entering into communication in society is at a low level. But if grammatical rules are applied to communication from the first days, they will allow cadets to create cooperation in a more free environment. Communication maximizes the use of a foreign language. By focusing on the subject, communication also applies the rules of the use of tense forms to practice. If communicative teaching is carried out in accordance with the basics of linguo-didactic training, then the language will be learned by communicating, grammar will be presented more briefly and concretely, and more attention will be given to cooperation. For this purpose, conditions must be created for communication between learners and language users.

The communicative approach used in the seventies is considered a classic approach, and its form, which came from the nineties to the present day and is still used, is considered a working communicative approach. And in modern times, it has entered a new stage of development. Linguists pay great attention not only to speech skills, but also to the ability of the learner to understand speech. The main goal is to start communication freely and convey it on a creative level. One of the problems of modern education is to educate the culture of communication, to form the process of attachment to communication, to master the language and its resources, to conduct discussions, to develop the skills of learners to more creatively and effectively express their thoughts. It is known that every grammatical structure has formal and functional aspects. The main aspect of communication is its functionality. In contrast, in the traditional method the form takes the main place, and functionality - the second. The functional approach keeps both of them at the forefront. In the functional approach, the study of grammatical rules is carried out primarily in order to meet the needs in communication. By communicating more, we are witnessing the possibility of using a sentence in different variants. This points to the richness of the language, the development of communication [7].

The process of studying a foreign language has changed significantly in 30 years. Previously, the process of learning a language was performed by mastering grammatical knowledge, mastering grammatical skills in the form of a mechanical habit. Making the right sentence with a good habit is one of the basics of the traditional method. Here the way of learning by making mistakes is considered impossible. Constantly performed repetitions with the study of dialogues bring the possibility of making mistakes to a minimum. The learning process is carried out almost under the supervision of a teacher. In recent years, the process of language learning has been going through various stages of development. And this manifests itself as a result of many processes. The approach or method that we will apply in the teaching process plays the most basic role. Experiments prove that using only one method cannot give a perfect result. The teacher must be constantly in search of novelty, strive to be creative and convincing. The writer V. Abbasov said: "Teach yourself to attain science and art. Try to learn what you don't know, it will have two benefits: either you will have to experience what you know, or you will



learn what you don't know.” With interactive methods, we both repeat what we know and learn what we don't. Experiments carried out by linguistic researchers show that active training methods are of particular importance in teaching foreign languages, just as they have proven themselves in each discipline [8]. This method makes the lesson interesting and attractive for cadets. It should be noted with regret that in most higher military educational institutions, the teaching of foreign languages, including English, is carried out in traditional ways. It is the grammar-translation method that is mainly used in higher educational institutions. Alongside with significant aspects of this method, there are also aspects that make cadets passive, lead them to inactivity.

Most methodologists believe that it is more effective to present language units in a sequence corresponding to multiuse indicator of their use by language carriers [9].

Based on the research carried out at the Azerbaijan Higher Military School named after HeydarAliyev, we would like to note that the teaching of English was carried out under different names and in different ways in different years. Thus, until 2014, the amount of teaching hours allocated for teaching English was 160 hours, but at present the amount of these hours has already increased to 360 hours. But despite this, the grammar that is still taught in 1-2-3-4 courses is called practical grammar. Traditionally, teaching of English is carried out in the form of presenting theoretical knowledge to the cadets, mastering of the rules by the cadets, and performing exercises. Sometimes, as there were few books, the exercises intended for consolidation of the grammatical rules were copied out and performed as homework. Thus, only two of the 4 types of habits known to us and applied in teaching, especially in the process of language learning, were used: reading and writing activities, and in very few cases, listening and speaking were referred to. And the cadets used English in speech activity only when retelling what they learned, and their native language was used more than English in the discussion and analysis of free topics. As a result, a cadet literally had difficulties, faced problems in oral speech. It becomes clear that the cause of this is because the grammar was taught not for the development of speech, but for the perfect knowledge of grammatical rules. When getting acquainted with the works of various researchers, it becomes clear that in the former SSR not only in Azerbaijan, but also in all other countries, only this Grammar-translation method was referred to in teaching a foreign language. It is no coincidence that Skrivener points out in his work “Learning teaching” that while observing English lessons in many cities in the USSR, he came across only the grammar-translation method. This method has some advantages: cadets fully grasp the grammatical rules, can compare them with the native language. Grammatical rules applied in the exercises in the written form. Cadets develop this activity because they work much with these exercises. They can read and translate. However, the grammar-translation method also has undeniable disadvantages. Using only this method is not quite right. Experiments prove that even a teacher who has been using this method for years has difficulty speaking with someone whose native language is English, is not able to express his thoughts perfectly. For many years the teaching of foreign



languages in military educational institutions was carried out by repeating sentences many times and memorizing dialogues. And writing activities were mostly carried out not for the purpose of expressing their thoughts, but for the purpose of copying models, finding out how they perceived grammatical materials. So, almost 30 years ago, language learning and grammar learning were synonymous expressions. For example, when teaching passive voice, teachers approached this way: a sentence in the active voice was presented to the cadets so that they could transform these sentences into the passive. Such an approach did not create conditions for cadets to develop communication. In our opinion, cadets should learn the rules in English not in order to know them by heart, based on the fundamentals of linguo-didactic training, but in order to apply them to communication.

Relevance of the topic. The intensive development of various norms of foreign language teaching in our republic results in changing the requirements for education and especially for language education in Military Academies of various levels. The current period of spreading of globalization, which is the result of secular integration processes, and of the rapid formation of the information society, requires raising to a new level the work carried out to satisfy the interests, wishes and desires, needs of the growing generation in the Republic of Azerbaijan in all areas, especially in the field of military education. These requirements, in turn, determine the new tasks of the Azerbaijani education and Science, new Linguo-didactic principles of the training process and open directions for research, which should determine the theoretical basis of these principles. From this point of view, the need to create theoretical foundations and define linguo-didactic methods for the formation of motivation for training activity necessary for stirring up interest in the process of the English language training in cadets and building of the training process on the basis of their motives, interests and goals preconditions the relevance of the research topic. The education of a military man who can use a foreign language as an instrument of communication in the context of the civilization of the modern world is currently one of the main goals of teaching a foreign language in Military academies, which requires us to revise textbooks, programs and teaching aids and develop more interesting materials that include new training methods.

The following tasks were determined based on the purpose and hypothesis of the study:

- analysis of theoretical and methodological literature related to the research topic;
- determination of the psychological foundations on a Linguo-didactic basis, methodological and didactic foundations of the formation of training;
- study of the current situation in higher schools in terms of the problem;
- analysis of the educational process, program and textbooks in terms of the problem;
- creation and experimental approbation of a system of linguo-didactic exercises based on the interests of students [10].



Conclusion

The results of the research, the proposed experimental teaching materials, the system of exercises can be used in the process of teaching foreign languages, in practical classes, in the preparation of various scientific and methodological works.

The following provisions are submitted to the defense:

1. Assessment of linguo-didactic training as a systematic and static event with a certain structure, at the same time the detection of the procedural feature with a dynamic character of this training:

2. Providing an interactive model of a single transaction (initiative utterance, summarizing utterance) for the analysis of stages, individual parts of the linguo-didactic training, interactive behavior (speaking, listening) and situational reciprocal activity in role-playing games;

3. Facilitation of determining motivation of the functionalization of the analysis of the characteristics of psycho-physiological mechanism of activity on the basis of conducting training in the development of oral speech on a linguo-didactic basis, its organizational-methodological (speech skill) and discursive level;

4. Since the formation of motives during the realization of training on a linguo-didactic basis and determining the further course of behavior in a complex form is the initial stage of any activity from a psychological point of view, the determination of the place of linguo-didactic exercises as the initial part of textbooks and the initial stage of lessons, and opportunity for a cadet to express his needs, interests and emotions in compiling those exercises, opportunity to demonstrate manner of approach to the events that happen around him, his attitude and standpoint to the reality.

5. Making the cadet feel that he is important as a person, revealing the character and personality of the cadet.

6. Being a path to the cadet's own world, individual reality, envisaging in the content of the exercise the requirements such as the presence of logical transitions to the personal life of the cadet.

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Важность изучения английского языка в военных образовательных институтах

В связи с успешным развитием Азербайджана с разными странами, проблема изучения английского языка играет большую роль в современном мире. Так как английский язык является общепринятым для всех стран и имеет большую значимость. Сегодня в Азербайджане во всех сферах в том числе и в образовательной системе проводятся реформы. Как известно, Азербайджанская образовательная система интегрирует к Европейской системе. В связи с этим, все еще имеются неразрешенные вопросы, неисчерпанные проблемы. Большинство из этих проблем связаны с подготовкой преподавателей иностранного языка, который отвечает всем требованиям и готов преподавать в эпоху глобализации.

Ключевые слова: развитие, иностранный язык, образование, лингво-дидактическая база, курсант.

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Әскери білім беру институттарында ағылшын тілін үйренудің маңыздылығы

Әзірбайжанның әртүрлі елдермен біріге отырып дамуына байланысты ағылшын тілін үйрену мәселесі үлкен рөл атқарады. Өйткені ағылшын тілі барлық елдер үшін жалпы қабылданған және үлкен маңызға ие. Бүгінгі таңда Әзірбайжан елінің барлық салаларында, соның ішінде білім беру жүйесінде реформалар жүргізілуде. Әзірбайжан білім беру жүйесі еуропалық жүйеге интеграцияланатыны белгілі. Осыған байланысты әлі де түйіні шешілмеген, даулы мәселелер бар. Бұл мәселелердің көпшілігі жаһандану дәуірінде оқытуға дайын кәсіби шет тілі мұғалімдерін даярлаумен байланысты.

Түйінді сөздер: даму, шет тілі, білім, лингво-дидактикалық база, курсант.

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