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### **Purpose and objectives of linguo-didactic training in the Military Institute**

The article deals with 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. The main features of conducting training on a methodological basis is a progress of informative, creative solution of problems, understanding, analyzing abilities during the learning-teaching process with cadets. This type of teaching can provide interactivity in the process of live communication.

*Keywords:* educational standards, understanding, abilities, creative solution, communication

#### *Introduction*

According to educational standards, each subject should be taught with a specific competence. The structure of teaching of the perspective subject related to teaching consists of its methods, procedures, habits, ethics, values, norms and pedagogy.

A misconception about teaching is that teaching consists only of a general set of methods, that is, a good teacher can teach his subject well. However, education experts in general agree that teaching competence includes other issues besides general teaching skills [1, p.65]. It also requires in-depth knowledge about concepts and question and answer procedures. Different disciplines are organized in different ways, and they have their own question and answer methods. Well-experienced teachers delicately approach to difficult and easy aspects for mastering it. An effective teacher: must have "knowledge of pedagogical content" - this knowledge is knowledge related to how a particular discipline should be taught, and they differ from knowledge of general teaching methods. If the teachers know their discipline, it will serve them as a cognitive "map". The cognitive "map" provides guiding instructions on the tasks given at the lesson, the assessments used to measure the progress made, and questions about the current impact of audience life.



The changes carried out in the Azerbaijani curriculum put different roles on the teacher than the previous ones [2, p.485].

Upon to the general principles of new training, the different roles of English teachers working in in the classroom can be listed as follows, that is, teachers can perform the following roles:

- a “model” (example), who shows multi-faceted paths to the solution and incorrect “beginnings”, as well as demonstrates high-level habits leading to the solution of issues; an advisor who assists individuals, small groups or whole class to determine whether the work being done is in the right direction and whether appropriate progress has been made; a mediator who directs questions to think, but leaves it to the class to make decisions; a discussion person who supports cadets during group presentations by involving them to reflect on their activities and explore issues related to the English language; an interviewer, who creates certainty in the cadets on the logic and expediency of what they are doing and makes the cadets defend the results they have achieved.

It follows that it is very important for teachers to master discipline-specific pedagogy, this pedagogy uses the general principles given in the framework of the National Curriculum of Azerbaijan regarding new training and teaching, but also includes elements related to the discipline. New training and teaching is carried out in different forms in different disciplines. For example, during foreign language training it is considered appropriate to implement as emphasizing the importance of functional literacy, reading and writing for real communicative purposes, grammar is necessary knowledge, but not the only goal of language training.

The significant events and progress taking place in our country today testify to the growing influence of our republic day by day. And we, being a citizen a teacher and a researcher, must carry out work in the field we can and contribute to our republic.

### *Main body*

When studying the problem of linguo-didactic learning of the English language in higher military educational institutions, first of all it is necessary to consider of higher military educational institutions of our Republic and find the most modern and newest methods, ways and means to more effectively increase the quality of the English language teaching there. For this purpose, let's first consider the obtained.

Besides of it, I would like to note that nowadays there is a need for international military contingents for the implementation of the tasks given as a result of the events that have happened suddenly, and the successful implementation of these tasks largely depends on ensuring necessary language learning of the representatives of the relevant military departments of country in a short time period.

In the city of Monterey (the state of California) in the United States of America, there is a Military Foreign Language Institute, the center for advanced training preparing American linguists of the military forces in every possible way. Its main purpose is to organize language teaching [3, p.40].



I think that the establishment of such a military foreign language school is already necessary for our republic as well.

The interactive method in teaching foreign languages has been applied as a methodical method of work since the 1990s. It is no coincidence that in the case of developing the quality of education, it is planned to expand active and interactive training methods as part of the cooperation program between the Government of Azerbaijan and UNICEF in 2000-2004. The program called "Active Training and School Association" shows that the purpose of the active training is to improve the knowledge, skills and habits of educators working at all levels in connection with the innovations applied in the field of education, and to create educational institutions that operate actively and effectively [4, p.576].

The study also suggests that learning of foreign languages should be based on linguo-didactic bases along with interactive training methods. In this case, we can achieve not only cadets' enrichment with scientific knowledge, but also the development of thinking, creative abilities, students' independent acquiring and assimilating the knowledge, the formation, strengthening of habits.

The general opinion is that the linguistic purpose in teaching foreign languages is to develop knowledge, skills and habits through certain linguistic phenomena and situations in order to understand the language.

We consider that language acquisition could be achieved through repetition, imitation, and practicing of given patterns]. The concept of “communicative competence” [5,p.368, ] that was introduced into the process of language learning was soon recognized as acceptable by linguists and methodologists. They also noted the importance of building communicative competence and correctly assessed the role of this skill in the process of hearing and understanding. They showed that being thematic and situational, communicativeness should be shown on the basis of understanding with discourses [6, p.143,]. Later, the majority had to agree with the opinion that discourse is really an ideal tool for studying foreign languages through situations. Finally, in 1974, that theory was developed and theoretical foundations of communicative competence were created.

In the course of the study, was determined that the main purpose of the teachers in teaching foreign languages was teaching of the language as a means of verbal communication. According to his theory, the methodology of teaching foreign languages as a system realizes the process of studying the language by stages. This work is based on the principle from hearing and understanding – to speaking, from reading and understanding-to writing [7,p.592] From the middle of the XX century representatives of various streams: researchers approached the problem of communication in teaching foreign languages in different ways, but most of them were able to come to a unanimous opinion on the basis of N.Chomsky's theory that it is not enough to master knowledge on various linguistic aspects, it is important to be able to apply them to the real process of speech [8, p.389].

Perception, understanding and mastering of speech in teaching foreign languages are distinguished by their specific features. It is known from the study that the perception of speech depends on the set goal, what function it performs in



the course of activity, the content of speech, its intelligibility, the conditions of perception of speech and the practice of perceptor.

People do not always use verbal communication means in their communication process, besides they also use other tools to more effectively display the information they present verbally. People can realize their feelings, ideas and dreams even without the help of words to convey them. Such communication occurs with the help of non-verbal means. People with different cultural and social stages of development perceive non-verbal means of communication in different ways and this leads to the emergence of many difficulties in the process of communication. Alongside with this the study of the research work confirms that information delivered in a non-verbal way often has a stronger effect than the verbal way. In general, the establishment of the speech mechanism, the creation of a language environment in the process of mastering the language contribute to the development of language acquisition. Speech takes the form of speech only when its meaning is comprehended.

Mastering of any language in military academies has a purposeful, conscious nature. A cadet who wants to learn a language tries to have high activity, flexible thinking, and a fast pace of speech to achieve the goal. In order to successfully carry out these types of activities, they must acquire the necessary psychological ability. The work carried out on the development of a certain ability results in the simultaneous development of several abilities. In this process, the teacher must deeply master the psychological laws of training and education in order to give the young generation deep and solid knowledge about the basics of sciences, instill skills and habits to apply this knowledge in practice, and successfully carry out the work of forming a comprehensively developed personality. When studying the issue of teaching English on a linguo-didactic basis in higher-military educational institutions, let us consider the concept of military didactics in pedagogy, the essence of the military-pedagogical training process, and the object and subject of the military training process.

The Greek word “didactics“ is translated into our language as ”I teach“ and ”the one who teaches“. In both meanings, the concept of teacher is involved. Didactics is the objective laws of teaching knowledge.

Looking at the history of the issue, the founder of medieval eastern philosophy , proving that education is a purposeful process, put forward a number of theories, Abu Reyhan Biruni used the laws of unity of theory and practice. Nevertheless, didactics as a scientific concept was established at the end of the XVI century by the German educator . Didactics is one of the main sections of pedagogy and forms the scientific and methodological basis for the implementation of the pedagogical process during training. Didactics provides an opportunity to solve the problems of how to organize the training process, - who?;- for what?;- how?;- when? - to teach.

With the help of military didactics, the border guard teacher-officer comprehends the essence of complex issues of training, organizes the military-pedagogical process at the proper level. Military-didactics makes it possible to determine in advance and predict what the results of scientific research works



carried out in the pedagogical field will be. The subject of military didactics is teaching and learning activities. In other words, it is a process of transferring to the generation of young military servicemen the cultural achievements, that is, military experience of mankind gained in the military field so far. To gain military knowledge is to comprehend the laws of the development of military science. The essence of teaching is the mutual unity of the activity of the teacher and the learner. The activity of a teaching teacher-officer is teaching, and the activity of a learning military serviceman is learning. During training, the teacher teaches the learner the ways to learn.

The educational feature of military training in the activity of the border troops lies in military serviceman's acquiring certain moral qualities, character traits along with the assimilation of knowledge. The unity of military training process with the military psychological concepts is called the military didactic system . Military didactics carries in itself both training and psychological elements and features. So, it is important and necessary to take into account psychological characteristics in the training process. System - being a classification division, is a simple body that combines in itself various components of a simpler composition. So, training, on the one hand, and psychological concepts, on the other, create a single completeness as components of a complex didactic system.

The objectives of the military-training process - explanation of the conditions for the realization of the training process and development of new technologies of training. In other words, military didactics acquires knowledge of how the training process takes place and directs the objective laws of events to the renewal of practical training activity. In the process of military training, cadets acquire a system of knowledge, skills and habits and are educated. Learning is not memorizing the material, it is thinking, reasoning. To do this, the learner must believe in the authenticity of the knowledge gained and get used to its application. The material and ideal tools used in educational institutions for the assimilation of knowledge are training tools. As we know, the ideal means of training include the knowledge and skills to be mastered. The material means of training include speech, textbook, teaching aids, lesson schedule, thematic plans. The forms of communication include speech, writing, telephone. Communication is one of the forms of activity of personality. In this case, information is encoded, polished and information exchange takes place. In the process of communication person's culture, upbringing and education manifest themselves. The main means of communication is speech. The speech of a military serviceman must be informative, exciting, convincing, sincere etc. not only in Azerbaijani, but also in other languages. The words chosen for speech should correspond to the meaning it carries, the thoughts should be interpreted clearly and simply. Linguistic, that is, the oral and written form, which is one of the types of communication, should be taught to cadets in unity with didactics.

The explanation of the evidence and mental conclusions used in speech is carried out by the following methods:

1. it is directed towards the general, the synthesis is generalized and analyzed.



2. Deduction means conclusion, interpretation and explanations are directed from the general to the particular, analyzed and divided into components.

3. Analogy is confronted, matched, compared and typical manifestations are listed.

All these methods are interpreted through speech for learners.

Training activity means also include didactic handout materials.

Teaching English is of particular importance for our times. Therefore, the development of verbal speech in the study of foreign languages, the intensification of speech activity has become an urgent problem for our times.

Language, which is the most important means of communication between people, is a specific social phenomenon. It emerged with the formation of society, develops, improves in connection with it and at all historical, political stages serves every member of society equally.

Communication, in addition to being the mutual expression and acceptance of information through language, is also an intensive training method that takes personality creativity as a basis. (communicativeness method). This method was created with the purpose of learning speaking in a foreign language. In the communicative method, the richness of vocabulary and knowledge of the rules of speaking with grammatical structures are necessary.

To be able to speak, it is necessary to know the laws of the language, be able to apply it. In the communicative method, progress is predetermined, it develops depending on the perception of the language by the cadets during teaching. It also poorly develops the written speech of cadets. Spelling errors can prevail here.

The language of a teacher using the communicative method should be simple, he must be able to use synonyms and antonyms when necessary. The teaching conducted by this method instills free communication in the cadets, as well as encourages the cadets to make a dialogue and exchange ideas. The role of the communicative method in learning oral speech and its development is undeniable. In the study of a foreign language, most part of the material is obtained through the oral form of speech. Generally, oral speech, as a teaching means is the main training process. Because using lexical and grammatical materials in teaching oral speech is inevitable. Correct, smooth, exemplary pronunciation during communication arouses interest of the listener. In this method words, phrases, sentences that are considered characteristic of the English spoken language except for words, word combinations, phrases on the specified topic, are given as equivalent to those in the native language.

In the communicative method based on linguo-didactic training, it is more expedient to use situations, dialogic and monologic speech for the formation of oral speech skills and habits. In dialogic speech, the number, character, volume of remarks, and in monologic speech, the volume of the monologue, its meaningfulness, gradual expansion and complication are considered important in communication. Teaching a foreign language without taking into account the individual-psychological characteristics of cadets by any method is impossible. It is necessary to choose such speech material that corresponds to the sphere of interest and level of knowledge of cadets. After studying the individual-



psychological characteristic of the cadet, it is possible to create communicative conditions.

It is known that positive emotions remain in memory for a long time, impressing upon a person consciousness. Undoubtedly, it plays an important role in the formation of his personal qualities. In this regard, the reading material should influence over the cadet's senses. The events given in each text, the situation in which the heroes find themselves, should make them think. Reading can awaken the understanding ability of the person who reads it. The reading material selected for cadets must meet the requirements of both interest and necessary need. The requirements contained in oral speech determine the level of speech. Description, narration, judgment are very typical for the communicative method. To create communication in the lesson, it is very important that the vocabulary reserve of cadets, expressive reading habit, the ability to build sentences is coherent and the skills referring to the fluent speech exists. All these aims to use a foreign language as a means of communication.

One of the most important tools in teaching foreign languages is the creation of a process of interaction in communication, that is, ensuring interactivity. In language learning, a person aims to influence the opponent with communication by means of questions, requests, orders, explanations, etc. Thus, he can get the necessary information, contacts and other desires from his opponent. The intended goal in the process of communication is based on the joint activity and interrelation of both participants. The process of such interaction creates the basis for the formation of interactive training. The motivation and freedom given to students in this process directly leads to an increase in self-confidence during communication, greater use of a foreign language and, as a result, conscious study of the presented material. We determined the role of motivation in creating communication on the basis of the classification given to the motivation (complete, successful, country study, aesthetic, instrumental) and considered it important to include it in the process of teaching foreign languages.

Our general opinion is that moving away from traditional lessons, organizing foreign language lessons with interactive methods, democratizing the relations of teachers and cadets in this process, acquiring knowledge, skills and habits on the basis of new lesson models helps to solve psychological problems that will appear in the lesson process in a timely manner.

It should be noted that the forms of training realized in the process of teaching foreign languages at the Military Academy are solved depending on the cadet-teacher relations. The study shows that when using interactive training methods based on linguo-didactic training, such stages as motivation, problem setting, organization of research, presentation of material, conclusion and assessment in the course of the classes should be taken into account. The mentioned training can be carried out with different methods in the form of individual, pair and group work.

The experience confirms that in order to freely master a foreign language with little time and energy, cadets should be instilled with an interest in learning the language, a willingness to work independently and the skills to be able to conduct a correct analysis. Cadets must learn a foreign language through modern training



technologies, correctly master the models of free communication, conduct purposeful work on the authentic materials, strive for the independent acquisition of knowledge and the development of his own personal communicative skills. Interactive training as a modern method of training greatly intensifies the process of teaching a foreign language, creates the basis for cadet's increased activity, and strengthens the development process of training) also primarily note that the fact that a foreign language has a communicative character, has a fundamental impact on the implementation of program requirements, which are intended to follow the purpose of creating the ability to receive and transfer information. We think that this includes not only the organization with oral speech of students' mutual speech activity with each other at the lesson, but also the process of a comprehensive approach to the development of skills and habits.

Studies show that in order to ensure the active participation of cadets during interactive training, teachers plan to use many types of activities. They must first of all present or design on their own any type of activity depending on the purpose of the training, as well as exercises that can develop appropriate skills and habits in cadets [9, p.89].

It has been established that, depending on the type and objectives of the tasks presented, developing logical, critical, creative thinking, memory, choosing appropriate type of activity, assigning the subject corresponding to the study at the lesson and demonstrating the result in the form of presentation are characteristic features for linguo-didactic training. Despite the fact that textbooks include many situational tasks that can generate discussion, exercises that develop communicativeness through creative, cognitive learning techniques are in the minority. It would be good if the classes were organized on the basis of principles of personality orientation, cognition, development, education orientation, cooperation and result orientation. In this case, the main features of these principles, which can increase the effectiveness of training in the training process, will create the basis for strengthening motivation, independent assimilation of knowledge, activation of thinking and ensuring interactivity. The application of these principles to the training process may precondition the acquisition of the necessary skills and habits and teaching of foreign languages in military academies on a linguo-didactic basis.

The fact that English carries the essence of the main language of communication on a global scale naturally has led to a number of changes in the system of teaching English. At the initial stage of the study a need is felt to investigate which norms and models should be preferred. There are two main factors that greatly complicate instilling English pronunciation skills in Azerbaijani cadets. The first of them is due to the fact that when teaching English as a means of intercultural communication, making a decision about which version of the language should be preferred is a rather difficult issue; the second issue is related to social and psychological factors that underlie the appropriate attitude to the norms adopted by people who use English for communicative purposes. In order to involve cadets as active participants in an adequate communication process in the English language, they must learn to pronounce the basic sounds correctly and





master the rules governing the accent. In our opinion, the difference between language carriers, non-language carriers and persons using English for communicative purposes is that the pronunciation norms inherent in non-language carriers differ from the pronunciation norms of language carriers. The main purpose of teaching language is not only to teach individual aspects (vocabulary, grammar, phonetics), as well as to develop reading, speaking, hearing and writing skills, but also to develop communicative competence in the language studied.

The linguo-didactic basis of the English language imply the ability to adequately use the studied language in any conditions in order to achieve communicative goals. Linguistic competence requires the individual to be competent from the point of view of vocabulary, grammar and pronunciation. In our opinion, here the adequacy should be meant. “According to the conclusions of many of the researchers, in order to achieve complete mastery of the language, it is necessary to be in close contact with the speech culture of the studied language. Under the current teaching conditions, most students are deprived of the opportunity to establish direct connections with the culture of the English language. And the only guide to the culture of foreign speech for students is a teacher. It is known that little consideration is given to conducting English language training on a linguo-didactic basis, and there are still numerous problems in this area. We consider that this is a consequence of wrong organization of teaching. In fact, linguo-didactic training should constitute an important and integral part that is integratively included in the process of teaching the language. It should be noted that, just as mistakes made at the level of sounds and sound combinations are among the factors that can complicate communication, improper intonation can also lead to misunderstanding and unintentional rude, tactless behavior of the speaker himself. This, in turn, leads to violation of communication. In fact, the sentence appears within speech. Out of speech it is only the arrangement of words in a certain order. It is when its content is said with the appropriate intonation that it becomes a sentence. From this it also follows that intonation creates the sentence, emphasizes its main meaning and determines the communicative type of the sentence. Thus, intonation performs a certain syntactic function.

### *Conclusion*

Our goal is to increase the level of importance of the English language in higher military schools, to reveal the causes of the difficulties faced by cadets, as well as to identify ways to overcome them. The necessary knowledge should be conveyed to the trainees briefly, a balance should be created between theory and practice. The activity of cadets should be more aimed at applying the obtained information in practice, that is, at actively participating in communication acts. As known, teaching of foreign languages, in connection with the specifics of the subject, requires from the pupil not only the acquisition of knowledge, but also the development of habits and abilities in him. Gaining knowledge and being capable also reflects putting it into practice in another situation, a completely different situation, other than the one it was acquired in.



In general, the process of teaching English should be organized in an interesting and attractive way for cadets.

When solving the problem of which model or models of teaching English are more expedient to teach when teaching cadets studying in military academies, it would be appropriate to look at the history of the English language and its role in the modern world.

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#### Әскери институтта лингводидактикалық оқытудың мақсаты мен міндеттері

Мақалада лингводидактикалықтың негізін оқытуда шет тілін оқытудың қиындықтарын қарастырады. Қазіргі заманда осы әдіснама маңызды мәселелердің бірі екендігін жеткізеді. Авторлар әскери оқу орындарында мамандандырылған тілді меңгеру, сөйлеуге баулу, курсанттарды оқу әдеттеріне баулу маңыздылығын атап өтеді.

Ізденушілер ағылшын тілін оқытуды дұрыс ұйымдастыру арқылы біз дағдылар мен әдеттерді тиімдірек дамыту үшін өз тараптарынан әдіснамалар ұсынады.

Әдістемелік негізде оқытудың негізгі ерекшеліктері курсанттармен оқу процесінде ақпаратты, шығармашылық есептерді шешу, түсіну, қабілеттерін талдаудың барысы болып табылады. Оқытудың бұл түрі тірі қарым-қатынас процесінде интерактивтілікті қамтамасыз ете алады.

*Кілт сөздер:* білім беру стандарттары, түсіну, дағды, шығармашылық көзқарас, қарым-қатынас.



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### Цель и задачи лингводидактического обучения в Военном институте

Статье говорится о сложностях преподавания изучаемого иностранного языка на лингводидактическом основе. Авторы отмечают, что это проблема все еще остается одним из самых важных проблем современной методологии. Говоря о привитии речевых навыков на профильном языке в военных школах, следует отметить особую важность привития читательских привычек курсантам на данном этапе обучения. Следует также подчеркнуть, что, правильно организовав обучение на английском языке здесь, мы создаем соответствующие условия для более эффективного развития навыков и привычек говорения, письма и понимания слуха у курсантов. Основными особенностями проведения обучения на методологической основе является прогресс информативного, творческого решения задач, понимания, анализа способностей в процессе обучения с курсантами. Такой вид обучения может обеспечить интерактивность в процессе живого общения.

*Ключевые слова:* образовательные стандарты, понимание, умения, креативный подход, коммуникация

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