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THE IMPORTANCE OF IMPROVING LEXICAL COMPETENCE OF MILITARY STUDENTS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

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Annotation: In this article, scientific research was conducted on teaching English to military students, how important it is, and what should be done in this regard in the future.
Key words: Teaching a foreign language, studying at a university, communication, linguistic and professional training, vocabulary, qualification, formation of linguistic and professional competence.

Teaching a foreign language has been and remains an integral part of the process of forming a specialist with higher education. Proficiency in at least one foreign language as a means of communication in socially determined areas of everyday life and professional activity is a mandatory component of the professional training of a modern specialist of any profile. Studying at a university should provide for this a solid foundation of basic knowledge, skills and abilities in foreign language speech and communication activities and teach techniques and methods for independent work with a foreign language after graduation.

In the conditions of constant growth of educational information, an increase in the number of disciplines studied at a military university with stable training periods for specialists, there is a need to resolve the existing contradiction between the required quality of language competence of future officers (according to the State Standard of Higher Professional Education and the qualification requirements for a university graduate) and real the possibilities of its formation under the existing traditional models of education.

One of the weakest aspects of the linguistic and professional training of a graduate of a military university remains his lexical skill. Given the existing contradiction between the qualification requirements for the training of specialists (knowledge of about 5000 lexical units) and the study time allocated for these purposes, the formation of students' lexical skills is carried out ineffectively. Testing of final year cadets revealed that most of the vocabulary found in textbooks and studied by them in junior courses, due to its low frequency and thematic value, is forgotten. There is also a problem between the ratio of the volumes of formation of the student's active and passive lexical vocabulary. To expand the professionally oriented vocabulary of a graduate of a military university, the emphasis should be shifted towards the passive (receptive) vocabulary, the words of which the graduate must understand when reading and listening to foreign language speech.

The task of developing professional competencies (including linguistic-professional ones) among military specialists in a shortened time without losing the quality of training involves the search for new ways to organize the educational process, wider use of technical teaching aids, and the development of new educational technologies in the training profile. We agree with the point of view of Lisov P.B. that some of the important directions for the successful

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implementation of linguistic and professional training of cadets of military universities are: rapid increase in the level of basic training of first-year cadets in foreign languages, development of effective methods for highlighting the minimum content of educational material, necessary and sufficient for the formation of linguistic and professional competencies, the development of teaching technology based on their formation, increasing the efficiency of organizing independent work of cadets1. In our opinion, one of the most promising directions in solving the problem of successful linguistic and professional training of cadets at military universities is the specification of the content of training, with the subsequent development of new educational technologies that involve optimizing the educational process as a specific psychological and pedagogical concept of training, i.e. focus on the end result.

At the same time, an analysis of the materials that determine the content of foreign language training, including the requirements of state educational standards, indicates the need to specify it and focus on the professional specifics of training a graduate of a military university. This is, as a rule, due to the fact that the selection and formation of the volume of lexical content of training, textbooks and teaching aids in various military universities continues to be carried out only on the basis of the teachers' subjective representation of the purpose of the training course, without using methods that make it possible to increase the objectivity of the selection and optimization of the volume of acquired content. in the process of learning vocabulary. The reason for this, until now, was the great difficulty of a teacher's independent selection in the conditions of the continuous educational process of a university of a scientifically based, necessary and sufficient lexical minimum for the formation of linguistic and professional competence of a graduate of a certain specialty. However, the increasing introduction of new information technologies and software into the educational process of universities solves this problem. This is evidenced by studies in this direction that have appeared in the last decade1. However, the problem of justifying approaches to organizing and selecting a minimum sufficient volume of lexical content for professionally oriented foreign language training of military specialists' in…

As a research hypothesis, it was suggested that in a military university, when training specialists, there is a contradiction between the required level of lexical skills of graduates and the real possibilities of its formation under the existing models of training in terms of content and teaching tools. It is assumed that the main ways to improve foreign language teaching at a military university are: the use of professionally oriented design of the content of foreign language teaching based on optimization of the lexical component; increasing the efficiency of teaching a foreign language to cadets through the use of optimized lexical volume; training teaching staff to use foreign language teaching technology based on optimization of the lexical component.

The methodological basis of the study is general scientific methodological approaches: historical, on the basis of which the historical and pedagogical analysis of the research topic was carried out; systemic-structural, which made it possible to provide a theoretical basis for improving foreign language teaching based on optimization of the lexical component; complex, which became the basis for identifying ways and conditions for improving the process being studied and organizing a pedagogical experiment.

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Pedagogical ways and conditions for improving foreign language teaching at a military university based on optimization of the lexical component: the use of professionally oriented design of learning content! foreign language in a military university on the basis of optimization of the lexical component, the conditions for the implementation of which are the introduction into the educational process of the university of an appropriate model of lingo-professional training and the development of end-to-end programs for professionally oriented foreign language training for cadets, built on the basis of qualification requirements for specialist training; increasing the efficiency of teaching a foreign language to cadets through the use of optimized lexical volume, subject to the introduction of technology into the educational process; built on the optimization of the lexical component, the main stages of which are: organizational; diagnostic; lexical optimization and development of an educational set of lessons; communicative-activity; analysis of the results obtained; training of teaching staff in the use of foreign language teaching technology based on optimization of the lexical component, the conditions for the implementation of which are: increasing the military-special and military-linguistic training of foreign language teachers from among civilian personnel and methodological training of military teachers; introduction of modern multimedia language laboratory classrooms into the educational process and related technical and methodological training of teaching staff; developing the readiness of teaching staff to introduce new educational and information technologies into the educational process.

The theoretical significance of the study is determined by the contribution to the solution of the scientific problem of substantiating the process of improving foreign language teaching for cadets of military universities based on optimization of the lexical component, as well as in the theoretical justification of the content and structure of teaching technology, built on the basis of optimized vocabulary. The theoretical provisions and conclusions of the study can help improve the level of professional and methodological training of teaching staff, further understanding of problems in the field of pedagogy of higher professional education, and methods of teaching foreign languages.

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