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IMPROVING THE PROFESSIONALLY- ORIENTED LANGUAGE TRAINING OF CADETS BASED ON THE INTERACTIVE PROGRAMS

ANNOTATION

Across the world it is known that social, cultural and economic problems determine the relevance in the search for optimal ways to train officers with new thinking, clearly aware of their purpose, with professional knowledge, mobile and able to think independently and creatively in the military professional sphere. Nowadays, the study of the Russian language plays an important role in the development of military, scientific and educational cooperation.

The priority for the contemporary army is the organization of diplomatic cooperation and strategic relations with the Armed Forces of other countries. Nowadays, mutually beneficial relations are emerging among the armies of many countries, requiring military personnel to be able to establish business relations in matters of military construction and interaction.

The interethnic integration of the CIS countries, as one of the leading means of interstate communication, has made the study of the Russian language one of the communicative exchange factors of training highly qualified personnel at the level of international standards. It is important to improve the quality and effectiveness of training, taking into account the conditions of language experience and vocational education. In particular, under modern conditions, the quality of the Russian language proficiency largely depends on the level of professional competence of a military specialist. The improvement of professional competence implies not only the process of acquiring knowledge on the theory of the

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INTERAKTIV DASTURLAR ASOSIDA KURSANTLARING KASBGA YO'NALTIRILGAN TIL TAYYORGARLIGINI TAKOMILLASHTIRISH

ANNOTATSIYA

Mamlakatimizda harbiy sohani mohirona boshqara oladigan, rahbarlik, tashkilotchilik va pedagogik faoliyat ko'nikmalariga ega, milliy mustaqillik g'oyalariga sadoqatli, saviyali, intellektual salohiyatli, liderlik qobiliyati yuqori malakali ofitser kadrlarni tayyorlashga alohida e'tibor qaratilmoqda. Harbiy sohaga ixtisoslashgan ta'lim muassasalarida kursantlarning eng ilg'or, innovatsion bilim va ko'nikmalarni egallashi, soha bo'yicha dunyodagi yangiliklardan xabardor bo'lishi uchun barcha zarur sharoitlar yaratilgan.

Xorijiy davlatlarning Qurolli kuchlari bilan hamkorlik va strategik sherikchilik aloqalarini yanada mustahkamlashda har tomonlama universal va bir nechta tilda erkin muloqot qila oladigan kadrlarga bo'lgan talab kun sayin oshib bormoqda.

Davlatlararo muloqotning yetakchi vositalaridan biri sifatida rus tilini o'rganishni xalqaro standartlar darajasiga yetkazish muhim hisoblanib, yuqori malakali kadrlar tayyorlashda kommunikativ almashinuv omillaridan biriga aylanmoqda. Til tajribasi va kasbiy ta'limning shartlarini hisobga olgan holda, o'qitish sifatini va samaradorligini oshirish katta ahamiyat kasb etadi. Xususan, zamonaviy sharoitlarda rus tilini bilish sifati ko'p jihatdan harbiy mutaxassisning kasbiy kompetentligi darajasiga bog'liq. Kasbga yo'naltirilgan til tayyorgarligini takomillashtirish jarayoni nafaqat bilimlarni, o'rganilayotgan tilning tarkibini va yangi til tizimining shakllanish qonuniyatlarini o'zlashtirishni, balki kelajakdagi

language being studied, but also the components and structure, lexical compositions and functions for the implementation of communication in professional activities.

The purpose of the study is to improve the professional competence of future military lawyers when teaching the Russian language through information and communication technologies. Cadets of the Public Safety University of the Republic of Uzbekistan, the Academy of the Ministry of Internal Affairs of the Republic of Uzbekistan, the Academy of the Ministry of Emergency Situations of the Republic of Uzbekistan, and the Higher Military Aviation School of the Republic of Uzbekistan were selected as experimental research objects. Based on the results of the experiment, positive and negative factors affecting the improvement of the professional competence of future military lawyers through information and communication technologies were identified, performance indicators of the use of the interactive program "Russian for Military Lawyers" were recorded in a comparative plan; the processes of pedagogical actions were described in stages.

Key words: professionally-oriented language training, professional competence, interactive program, advanced technologies, free communication.

kasbiy faoliyatda ularni amalga oshirish qobiliyatini ham nazarda tutmoqda.

Tadqiqotning maqsadi "Harbiy yuridik kadrlar uchun rus tili" interaktiv dasturi asosida kursantlarning kasbga yo'naltirilgan til tayyorgarligini takomillashtirishdir. O'zbekiston Respublikasi Jamoat xavfsizligi universiteti, O'zbekiston Respublikasi IIV akademiyasi, O'zbekiston Respublikasi Favqulodda vaziyatlar vazirligi akademiyasi, O'zbekiston Respublikasi Oliy harbiy aviatsiya bilim yurti kursantlari tadqiqotning eksperimental obyektlari sifatida tanlangan. Eksperiment natijalari asosida "Harbiy yuridik kadrlar uchun rus tili" interaktiv dasturi asosida kursantlarining kasbga yo'naltirilgan til tayyorgarligini takomillashtirish bosqichma-bosqich tavsiflandi.

Kalit so'zlar: kasbga yo'naltirilgan ta'lim, kasbiy kompetensiya, interaktiv dastur, ilg'or texnologiyalar, erkin muloqot.

INTRODUCTION

On January 13, 2023, at the meeting of the Security Council, President of the Republic of Uzbekistan Shavkat Mirziyoyev focused on the issues of personnel training and the introduction of advanced techniques. Accordingly, graduates of higher military educational institutions of the Republic of Uzbekistan, first of all, should be able to adapt to a rapidly changing world, quickly find, process and systematize the necessary information, creatively comprehend and interpret it. In this regard, there is a need to use modern information and communication technologies that enable implementing the principles of personality-oriented learning [Mirziyoyev Sh., 2023; 3-4]. At the present stage, the unconditional factor of optimizing the educational process is the use of electronic computers as the latest technical means of teaching. The problems of learning the Russian language using information and communication technologies are considered in the works of E.S. Polat, E.G. Asimov, B.S. Gershunsky, M.A. Bovtenko, E.A. Vlasov, A.D. Gartsov, G.M. Kleiman, O.I. Rudenko-Morgun, O.V. Konstantinova, E.Y. Nikolenko, A.N. Bogomolov, L.P. Pressman, A.V. Tryapelnikov and others. Today, a teacher of the Russian language should not only use information and communication technologies, but also know their features so that in the future it

would be easier for him/her to create various kinds of computer training programs. Thus, the purpose of our research is to review and analyze the types of computer training programs that we use in our direct pedagogical practice to train cadets [Gartsov A.D., 2007; 98-99].

In order to motivate cadets to study, optimize the learning process, and, in some cases, even shorten the training period, it is advisable to use information and communication technologies in classes at higher military educational institutions.

Creating an interactive program requires a lot of time, material costs, as well as the participation of programmers. In this regard, teachers of the Russian language are ready to independently create all sorts of programs using the Internet. This is the relevance of our research, so that teachers themselves can create various interactive programs, simulators, programs to consolidate the material they have used, etc. [Gartsov A.D., 2013; 62].

Currently, there is a large number of training programs in the Russian language. The basic component in the computer learning system is considered to be a training program. Methodologists distinguish the following features of training programs: “functional orientation; programming method; the ability to be adapted to the characteristics of a student; methodological purpose; degree of autonomy of the program; the level of complexity of testing”.

There are a huge number of types of training programs in the Russian language in the Internet; methodologists cite different classifications in their research. The variety of types of training programs is thanks to the fact that language teaching includes many aspects, levels and profiles of training, so the number of criteria for classification is quite large.

METHODS

In order to use the programs and create them independently, one should be guided in the classification of training programs. In particular, such scientists as A.V. Shilov, T.F. Yudina, E.A. Vlasov, O.G. Avramenko classify training programs by competence levels: speech, language and communication. In his work, E.G. Azimov notes that there are four groups of training programs: communicative, training, multimedia and test systems. Also, in the methodology of teaching the Russian language, there are other classifications of computer training programs [Azimov E.G., 2009]. There are three groups of training programs in the scientific and pedagogical literature:

- 1) programs aimed at learning one or more sections of the language;
- 2) programs aimed at the development of all types of speech activity (reading, speaking, listening and writing);
- 3) programs that provide control of the level of formed speech skills [Fedorova E., 2017; 12].

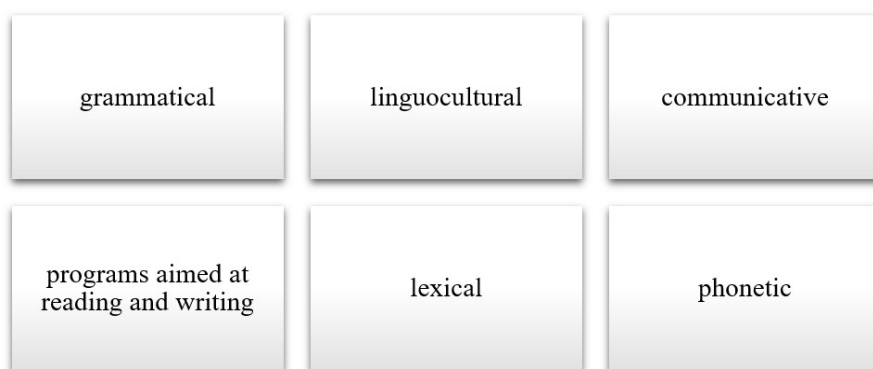
Depending on the functional purpose, there are five types of training programs [Rybkina A., 2005; 17-18]:

- 1) training; 2) gaming; 3) modeling and simulation; 4) problem-based learning programs; 5) mentoring [Obraztsov P., 2005; 34].

The purpose of training programs is to consolidate new material. In game programs, one should pass levels and perform certain tasks presented in the form of a game. The purpose of modeling and simulation training programs is to simulate various situations in which a cadet finds himself. The purpose of problem-based learning programs is to encourage cadets to perform certain exercises by trials and errors. In mentoring training programs, cadets learn new concepts in the form of a dialogue. All types of training programs have their own purpose, and Russian language teachers should know what they want to get as a result of working with a certain type of a training program.

According to the methodological purpose, linguo-didactic distinguishes five types of computer training programs (Fig.1):

Figure 1. *Types of computer training programs*



In our work, we analyze the most popular computer training programs in the Russian language in terms of the content, structure and presentation of educational material, as well as from the perspective of program requirements [Kuznetsova S.V., 2015; 229].

“Case Detective” is a training program that forms students' ideas about the case system of the Russian language and the features of its functioning in speech. The program helps cadets to gradually master the cases of the Russian language usage; it is based on the material of nouns and personal pronouns of the Russian language. Control and training tasks are presented in a playful way. After completing a certain exercise, cadets are provided with tools of words translation. In the process of work, cadets can make only 6 mistakes, after which cadets return to the very beginning. We believe that a significant disadvantage of the program is the lack of vocabulary in the program, as well as corrective exercises that will enable cadets to comprehend their mistakes [Bovtenko M.A., 2008; 31-32].

The game complex “The Secret of 6 chests” is a training course dedicated to all the cases of the Russian language. In search of treasures, cadets must pass 6 roads; each road bears the name of one of the cases. On their way, they must overcome numerous obstacles, solving various kinds of puzzles, gaining points. We use this program in our pedagogical practice in groups where it is difficult for cadets to assimilate the case

system of the Russian language [Akhmedova L.T., Lagai E.A., 2016; 44].

“Russian Club” is a multimedia course designed for an independent work of cadets. The purpose of the course is to train cadets in speech behavior in everyday situations. The course is not designed for a certain level of proficiency in the Russian language; it can be used by both a student and a cadet. To test the knowledge of cadets, the course can be used as a simulator. The club consists of different rooms; each room of the club is a certain lexical and grammatical section of the Russian language. The club also features various games, such as “one-armed bandit”. The advantage of this course is the reflection of the Russian vocabulary with Latin graphics, which is convenient for memorization in the cadet audience. In our opinion, the use of such a program may cause additional difficulties in mastering grammatical constructions of the Russian language by cadets of military universities of Uzbekistan [Lomakina G.R., 2012; 279].

“Learn Words” is a training program that develops listening and speaking skills. The program consists of three sections: *Training*, *Recording*, and *Games*. In the “Training” section, cadets get acquainted with vocabulary on various topics. After that, cadets perform exercises on the material passed. In the “Recording” section, cadets can record their voice and send an audio recording to the teacher. In their free time, cadets can play various games. This training program is a means of self-education and is very popular among cadets [Akhmedova L.T., 2013; 29].

At a video conference, the President of the Republic of Uzbekistan noted that “from now on, graduates should be fluent in at least two foreign languages”. The test program “1C: Tutor. Russian as a foreign language” will help to prepare cadets for testing on TRKI – the first certification level (A1). The test consists of 5 subtests: reading, writing, listening, speaking, vocabulary and grammar.

The “Speaking” subtest includes retelling the text and conducting a dialogue with the examiner. This subtest takes 35 minutes.

The “Reading” subtest takes 55 minutes. The purpose of “reading” is to understand the read text and perform post-text tasks.

The subtest takes 22 minutes. “Listening” includes listening to dialogues, situations and performing test tasks based on them.

The test results are automatically saved in the “Diary” section, where the percentage of correct and incorrect answers is given.

This test program acts as a teacher's assistant when training cadets for the first A1 certification level [Roshchina E.V., 1978; 77].

Thus, the largest segment of the computer training software market is represented by training programs that form and improve all types of speech activity (speaking, reading, writing and listening) [Kondrashova O., 2015; 254].

We believe that such training programs enable us to change the ways of presenting educational material depending on changes in external and internal learning conditions, i.e., the degree and speed of assimilation of previous material, etc., thus increasing the effectiveness of training.

Thus, the analysis of scientific and methodological literature has shown that an

interactive program should have the following specific characteristics:

- use different types of exercises and tasks to consolidate the material passed;
- variety of educational materials: audio materials, video materials, tables, graphs, etc.;
- availability of a Russian-Uzbek dictionary with visual semantics and audio recording of the word;
- making a quick transition between the sections of the interactive program, creating a hypertext form of organizing all information;
- ability to save information about the work done [Antonenko E.R., 2016; 76].

Insufficient communication practice associated with the technical capabilities of computers in the analysis and recognition of sounding speech is a significant drawback of any training program.

RESULTS

Russian has been analyzed by the most popular training programs in the Russian language, taking into account the advantages and disadvantages of these programs, we have created our own profile interactive program “Russian for military lawyers” for cadets studying in the areas of “Legal security” and “Legal support of international military cooperation”.

The use of information and communication technologies makes it possible to intensify the educational process: increase the pace of classes, organize self-study and mutual learning, deepen the degree of practical skills training, conduct differentiated work with everyone, increase the share of independent work, check the assimilation of theoretical knowledge in a short period of time and identify literacy gaps [Solovyova E.N., 2002; 56].

The use of information and communication technologies in the Russian language classes enables teachers to diversify the forms and types of work with cadets, to activate their attention, to increase creativity. Today, we use a fairly wide range of information and communication technologies to achieve the desired results in education. These are interactive training programs, electronic textbooks, electronic dictionaries, training programs, virtual excursions, encyclopedias, etc. The use of information and communication technologies in the Russian language classes enables us to control the activities of cadets, while providing flexibility in the management of the educational process, and contributes to the formation of reflection skills [Sysoev P.V., 2012; 12].

Considering the above, we came to the conclusion that the main component of the learning system is an interactive program, which is the main didactic tool in the learning system. It determines the scope, content and focus of educational activities and helps to present the results clearly. We also analyzed Russian and domestic training programs, such as “Case Detective”, “The Secret of 6 chests”, a training program developed by Russian teachers of the National University of Uzbekistan. We use these programs in the educational process and in the organization of independent work of cadets. As these programs are designed only for basic mastery of the Russian language, we have created our interactive program “Russian for military lawyers” on

the basis of these programs in the direction of “Legal security”. The substantive aspect of this Program is the language of the specialty.

Russian is studied in the first and second years at higher military educational institutions of the Republic of Uzbekistan, and for each direction we have developed specialized work programs, for example, “The Russian language” (for cadets studying in the sphere of “Legal security”, “The Russian language” (for cadets studying in the sphere of “Educational and psychological performance assurance”, etc. These programs were developed by the Russian language teachers of the Department of “Languages” of the Public Safety University of the Republic of Uzbekistan and approved by the Academic Council of this university [Narkulova I., 2022; 933]. In these programs, the introduction of the educational, scientific and professional Russian language begins at an early stage of training. From our point of view, it is more correct to use two formulations: educational and scientific and professional language. This is due to the separation of academic and business aspects of communication. The academic aspect is represented by the language of the educational and scientific sphere. The participants of the educational communication situation are a teacher and cadets. Under this aspect of communication, a scientific style of speech is introduced.

Business communication is carried out with the help of official means of business style between professionals. Cadets receiving higher education at the University of Public Safety of the Republic of Uzbekistan study not only scientific speech, but also the language of specialized fields. The language of the specialty is the development of scientific and official business speech in the system of profiles of military knowledge and specific needs of military specialization. We believe that the aspect of providing educational and professional communication when obtaining a specialty at military universities is currently of great importance in teaching the Russian language, and military terminology, studied both at the initial and advanced stages, is the subject of our research [Vasilyeva T.A., 2004; 90].

120 academic hours have been allocated to the study of the Russian language at the Public Safety University of the Republic of Uzbekistan, of which 80 hours are in the first year. The language of the specialty is introduced within 6-7 weeks of training. According to the work program, the number of classes in the Russian language at the Public Safety University of the Republic of Uzbekistan is 6 hours per week. Such intensive training continues throughout the entire period of study, since a number of difficulties must be overcome in order to assimilate new material: 1) significant differences between the Uzbek and Russian languages: the grammatical structure of the Uzbek language is fundamentally different from the declension form of the Russian language; 2) the absence of a language environment 3) learning Russian only in the first and second years, 4) early introduction of the specialty language. In our practice, we mainly solve several issues related to certain difficulties of cadets. Namely, the lack of a language environment is partially compensated by the communicative orientation of classes, numerous speaking and listening tasks and the organization of independent work of cadets [Smolyakova N.S., 2011; 132]. The introduction of terminology at an early stage is based on the maximum limitation of vocabulary and grammar. The

material is selected according to the principle of the most necessary vocabulary and grammatical syntax, with the prospect of further expansion and deepening of knowledge on this topic.

In modern education, there is a desire to bring the learning environment closer to modern professional communication. This requires a lot of attention to the development of four types of language activities: listening, speaking, reading and writing. In the methodology of teaching the Russian language, there is a term “interconnected learning” and “professionally-oriented learning”. Interconnected learning refers to the parallel and balanced formation of four types of language activities based on common language material and within their sequential and temporal relationship [Evtikhov O., 2016; 78-79]. And professionally-oriented education is understood as teaching the Russian language, which is focused on reading literature on the specialty, studying professional vocabulary and terminology, and recently on communication in the field of professional activity. In our study, professionally-oriented training is reflected in our interactive program “Russian for Military Lawyers”.

Russian for Military Lawyers is an important aspect of using our interactive program, not only the transfer of informative, interesting information to cadets in Russian in an accessible form, but also “live” communication between cadets in Russian. Priority tasks of the interactive Program (Fig.2.2.):

Figure 2. Tasks of the interactive Program “Russian for military lawyers”



In our opinion, the advantages of the interactive program “Russian for Military Lawyers” are as follows [Narkulova I., 2022; 229]:

- 1) a large volume of voiced educational material;
- 2) compliance of training programs with modern requirements – interactivity, control of the material passed, testing and evaluation of knowledge;
- 3) the possibility of using the program both in the classroom and during independent training, as well as in distance learning systems;
- 4) deployed test system;
- 5) the ability to use printed copies of educational materials, mainly in classroom work [Yokubova I., 2021; 21-22].

The Russian language teaching practice at a military university shows that the implementation of this approach is effective when teaching the main basics of the Russian language on the material of the language of the specialty (in this case, jurisprudence). The interactive program “Russian for Military Lawyers” is focused on achieving this goal [Normuratova V.I., 2008; 23]. The interactive program “Russian for Military Lawyers” has been developed in accordance with the following principles: 1. Strict limitation of the amount of educational material; 2. Visualization of lexical units and grammatical constructions (language material in the classroom is presented in the form of presentations for better perception and assimilation); 3. Part of the grammatical material is introduced lexically. 4. Solving the difficulty associated with the difference between the Uzbek and Russian languages: the presence of a Russian-Uzbek dictionary of legal terms in the program helps cadets adequately and quickly overcome the language gap barrier and engage in communication [Mamatkulov K., 2019; 47]. Russian for Military Lawyers interactive program contains a presentation part, exercises for fixing, tests, legal incidents, the heading “It’s interesting!”, video clips from films, interviews with famous lawyers, audio materials, the Russian-Uzbek-English dictionary of legal terms. It combines a textbook, a simulator, a task book and a workshop.

The interactive program consists of 4 sections: “Fundamentals of Law”, “International Law”, “Criminal Law”, “Ensuring public safety” (Fig.3.):

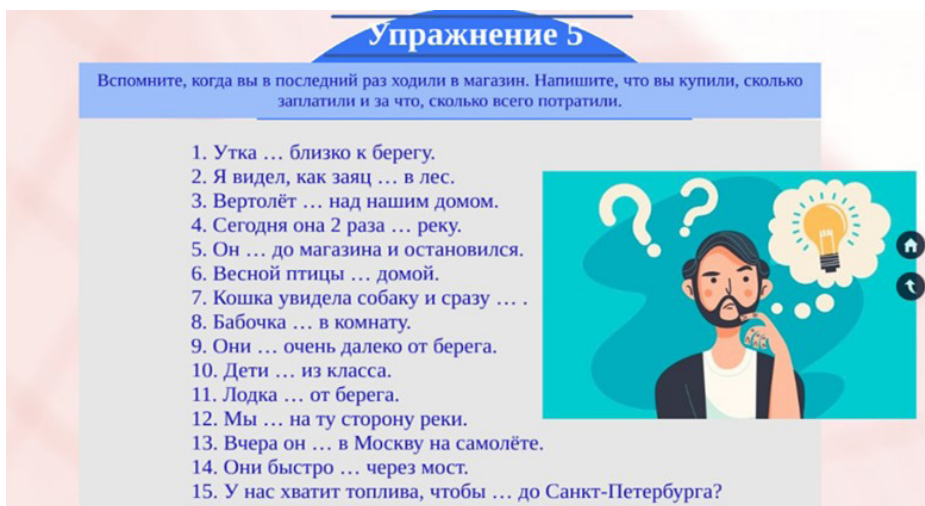
Figure 3. Sections of the interactive program “Russian for military lawyers”



Each section of the interactive program contains 5 topics. The program is developed on the basis of the working program “The Russian language” for cadets studying in the sphere of “Legal security”. Each topic contains lexical material related to a certain section of jurisprudence, for example, international law, criminal law, etc. Also, grammatical constructions are given in the program, which enables to combine language teaching and mastering the material in the language of the specialty. In the program, lexical and grammatical material is represented by all types of speech activity (listening, speaking, reading, and writing). Each topic contains a variety of exercises for practicing and consolidating language skills, which are aimed at improving the professionally-oriented language training of cadets of higher military educational institutions [Bazarbayeva Sh.A., 2019; 34].

Various tasks are offered, for example, “listen and write down”, “listen and translate into Uzbek”, “listen and retell”, “fill in the table”, “find the right matches”, “answer the questions”, “restore the dialogue”, “make a sentence”, etc. All these exercises enable us to use all types of speech activity and contribute to the development of professional skills implemented in Russian. Already at the first stage of training, acquaintance with the vocabulary of a new topic is carried out through listening and reading. The thematic parts end with a large communicative unit – a text accompanied by post-text exercises. Post-text exercises develop speech and written activity (Fig.4.).

Figure 4. Exercises presented in the interactive program “Russian for military lawyers”



Упражнение 5

Вспомните, когда вы в последний раз ходили в магазин. Напишите, что вы купили, сколько заплатили и за что, сколько всего потратили.

1. Утка ... близко к берегу.
2. Я видел, как заяц ... в лес.
3. Вертолёт ... над нашим домом.
4. Сегодня она 2 раза ... реку.
5. Он ... до магазина и остановился.
6. Весной птицы ... домой.
7. Кошка увидела собаку и сразу ...
8. Бабочка ... в комнату.
9. Они ... очень далеко от берега.
10. Дети ... из класса.
11. Лодка ... от берега.
12. Мы ... на ту сторону реки.
13. Вчера он ... в Москву на самолёте.
14. Они быстро ... через мост.
15. У нас хватит топлива, чтобы ... до Санкт-Петербурга?

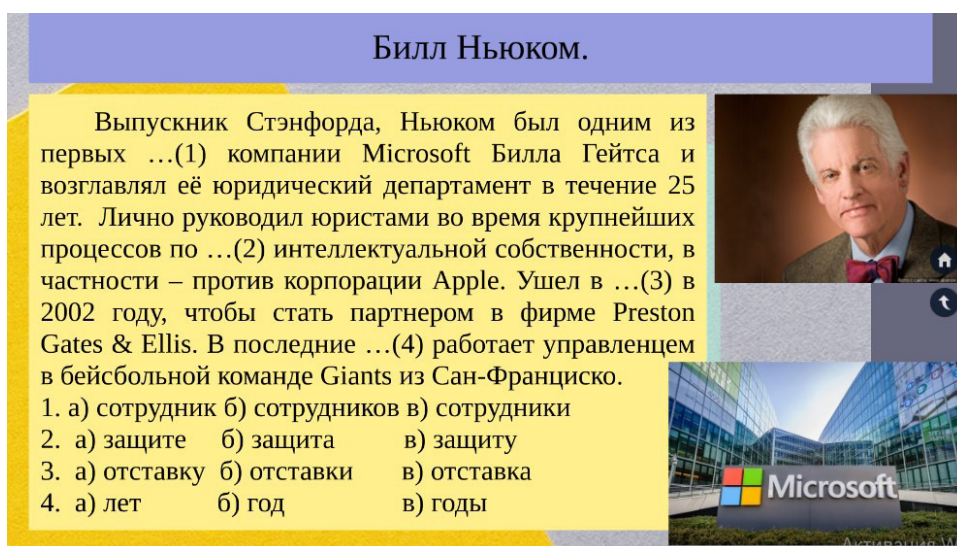
The interactive program “Russian for Military Lawyers” presents a detailed testing system. When the program starts, tests are automatically activated to determine the level of proficiency in the Russian language and the test results are saved in a special folder. At the end of each section, it is necessary to pass a test to consolidate the material passed. The final stage is to test the cadets’ knowledge of studying all sections of the interactive program on all types of speech activity [Kashanina T.V., 2001; 34].

At the end of each topic, legal incidents are given that enable students to be

involved in an exciting conversation by direct appeal such as “What would you do in this case?”, “What do you think about this?”, “What decision will you make?” etc. These questions enable us to find out the opinions of individual participants of the analysis who actively manifest themselves in the classroom. In addition, they are effectively used to engage in discussion and those who prefer to keep silent because of shyness, poor knowledge of the Russian language or for other reasons.

At the end of each topic there is a heading “It’s interesting!” (Fig.5.), acting as an additional source of knowledge. In this section, one can get new knowledge from the field of jurisprudence, find interesting, informative facts from the life and work of famous lawyers, etc [Voinova M., 2006; 44].

Figure 5. The heading “It’s interesting!” presented in the interactive program “Russian for military lawyers”



DISCUSSION

The interactive program “Russian language for military lawyers” will enable cadets, working in computer classes, to learn theoretical material, prepare for practical classes on a topic missed for a good reason, check the level of assimilation of the material with the help of a final test, and a teacher will organize classes, monitor the progress and results of an independent work of cadets [Narkulova I., 2023; 225].

In our opinion, the experimental interactive program will enable changing the ways of presenting educational material, thereby increasing the effectiveness of training and providing for the use of information and communication technologies depending on changes in external and internal learning conditions (degree and speed of assimilation of previous material, etc.).

Thus, teaching Russian to cadets of higher military educational institutions of the Republic of Uzbekistan using this interactive program will enable us to determine a level of language proficiency in a lively and relaxed way and independently develop certain communication skills [Ivanova L., 2014; 56].

“Russian for Military Lawyers” interactive program creates a virtual space when teaching the Russian language, with the help of which cadets are “immersed” in a virtual or “live” communication environment containing real linguistic and cultural components of a foreign language plan. Cadets can use this program both in the classroom and during independent training. A detailed description of the organization of independent work of cadets based on the interactive program “Russian for Military Lawyers” is given below.

CONCLUSION

The analysis showed that the training computer program includes a variety of ways of presenting educational material (video, animation, audio, etc.), the use of various types of training exercises and tasks, a hypertext form of organizing all information, the presence of a hypertext dictionary, the ability to save information about the work done. The described training programs are easy to use, but they are difficult to classify as educational, since they are of a playful, entertaining nature. These programs lack a comprehensive approach to teaching speech activity. A significant disadvantage of almost any computer training program is that it is focused on basic mastery of the Russian language.

In the educational process and during the independent training of cadets, we use all kinds of innovative pedagogical technologies, including the use of information and communication technologies. The use of training programs helps cadets to learn theoretical material in an entertaining, playful way. But since these training programs are focused only on basic mastery of the Russian language and are not specialized, we use them only at the initial stage of training. Based on these programs, we have created our own interactive program “Russian for Military Lawyers” for cadets studying in the sphere of “Legal security”. A distinctive feature of our interactive Program is that the content aspect of this Program is the language of the specialty (jurisprudence, law).

The interactive program “Russian for Military Lawyers” is based on interconnected training. It can be used both in the classroom and in the process of independent work. Russian is an interactive program with the following objectives: improving the quality of knowledge of the Russian language; formation of communication skills and their development; perception and evaluation of information in Russian; formation of skills and skills of independent work; organization and development of dialogue communication; providing cadets with the opportunity to work individually; stimulating cognitive activity and independence of cadets; increasing interest in future professional activities.

The Russian Language Training on the basis of the interactive program “Russian for Military Lawyers” is aimed at improving the professional competence of cadets to the extent that provides the opportunity to carry out educational and professional activities in Russian, which requires cadets to master the educational, scientific and professional Russian language both at the initial and advanced stages of training.

The results of our research on the organization of independent work with the

help of the interactive program “Russian for Military Lawyers” enabled us to state that independent work – this is a form of organization of educational activities, the essence of which is the solution of educational and cognitive creative tasks that contribute to the formation of cognitive interest and motivation of teaching, the development of cognitive independence, personal and professional qualities: independence, responsibility, which is best achieved through the use of the interactive program “Russian for Military Lawyers”.

With the help of this interactive program, we will be able to provide a clear organization of a purposeful system of optimal management of educational activities, during which the state of knowledge and skills of cadets approaches the required ones, manage the cognitive activity of cadets in the process of independent work using a computer and contribute to improving the level of cognitive independence. The use of an interactive program during self-preparation ensures the controllability of independent work, a variety of training conditions, variations in the volume, order and conditions of presentation of educational material, the possibility of repeated repetition of a strict sequence of operations for mastering grammar, improving conditions for memorizing vocabulary, terminology and grammar through the use of visibility, taking into account age and individual characteristics, increasing motivation to study grammar, to recreate the environment of professional activity, organization of individual independent work of cadets.

The interactive program “Russian for Military Lawyers” will help to form stable skills of using computer equipment and information and communication technologies for further self-control, self-development and self-education.

PRACTICAL RECOMMENDATIONS

The results of the study enabled us to formulate the following recommendations for improving the professionally-oriented language training of cadets of a military university based on the interactive program “Russian for Military Lawyers”:

1. To develop an integral system of teaching cadets of higher military educational institutions of the Republic of Uzbekistan the language of the specialty, which provides for the formation and improvement of the ability of cadets and trainees to communicate in Russian in specific professional, business, scientific fields, taking into account the peculiarities of professional training.

2. It is advisable to develop interactive programs in the areas of higher military educational institutions of the Republic of Uzbekistan for the purpose of professionally-oriented language training of cadets of a military university.

3. Extensive use of research materials in the preparation of cadets for international and world Olympiads, in practical classes of professors-teachers, elaboration of abstracts, term papers, final qualification papers by students of the centers for retraining and advanced training of teaching staff.

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