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**ACTION-ORIENTED APPROACH
IN TEACHING FOREIGN LANGUAGES FOR THE SECURITY
AND DEFENCE SECTOR OF UKRAINE**

Life in the modern society requires several competences and skills among which communication, critical thinking, creativity and ability to work in team play an essential part. Their role will increase in any professional field. These competences and skills are vital in professional activities of any specialist including military specialists, as they help them achieve success in their career. The role of teachers is to teach cadets to acquire knowledge, analyze the information they receive, develop creative thinking to make decisions, which can save future military specialists and help them in the conditions of hybrid war.

Learning foreign languages can provide cadets with all necessary skills. Modern courses, methods, techniques, and approaches allow cadets develop their communication skills and through them their communicative competence. Nowadays, among the most popular approaches in teaching foreign languages, we can distinguish task-based, project, learner-centered and action-oriented approaches.

Today's tendency in language learning requires the active participation of learners in the process of language acquisition. Cadets need to be involved actively in the learning process, understand their learning objectives and ways to achieve them, suggest their own independent way of learning, take responsibility for the results. Although communicative approach played an important role in the transition from grammar-translation method to real-life communication, development of linguistic and sociocultural competences, it does not correspond all modern demands now.

Active learning involves learner's participation in the learning process, cooperation with other learners, intrinsic motivation, sufficient level of tasks they need to perform, a clear understanding of goals, ability to acquire knowledge individually, and development of personal strategies. Common European Framework of References (CEFR) defines action-oriented approach as completion tasks by social agents or learners in a "given set of circumstances, on a specific environment and within a particular field of action" [3, p.26]. According to the NATO standards, the main objective of language learning by military personnel is appropriate usage of target language to accomplish specific language tasks in a specific situation seeing language as a vehicle for communication involving corresponding competences and strategies.

The CEFR's action-oriented approach represents a "shift away syllabuses based on a linear progression through language structures, the pre-determined set of notions and functions, towards real-life tasks and constructed around purposefully selected notions and functions". [4, p.26] This approach is an interactive, strategic process of planning and performing tasks, reflecting, acting and sharing the information where teachers have a role of strategists and observers, who reflect on the cadets' performance and plan further activities. While cadets are involved in the learning process preparing descriptors, making choices, scenarios, and tasks, and acting. Teaching and learning process is driven by action, suggests planning from cadets' real-life communicative needs.

When we use action-oriented approach cadets are responsible for developing their own learning strategies, tasks, communicative skills interacting with each other in different situations, using appropriate authentic

grammar and vocabulary in order to achieve communicative objectives, to solve problems, express their ideas, produce oral or written texts applying their creative thinking. However, what is more important, it is independent planning, execution, and evaluation, which develop learners' autonomy. The action-oriented tasks are open-ended and include greeting, request, complaint, apology, invitation, compliment, refusal, which enable cadets to interact in real-life situations.

Thus, in conclusion, we can state that implementation of the action-oriented approach in teaching specialists for the security and defense sector allows:

- cadets to be considered as social agents involved in the learning process;
- recognition of the social nature of language learning and language use;
- extensive use of the target language in the classroom;
- cadets to use all their linguistic resources according to the situation, see similarities and differences between languages and cultures;
- usage of purposeful, collaborative tasks as the main goal with a definite outcome (e.g. plan and design something, make a poster, create a blog, choose a candidate, solve a problem);
- observation and self-assessment of the cadets' language while they are completing the task. [4, p. 27]

References

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