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Communicative approach in departmental foreign language teaching

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Abstract. *Introduction.* The relevance of foreign language proficiency in the current context of departmental work is due to several key factors, such as international cooperation, information security, professional development and increased competition. A communicative approach to foreign language training in departments has significant advantages and contributes to improving the efficiency of the learning process. *Research goal.* To identify the fundamental principles and features of the communicative approach that promote the efficiency of foreign language training within departmental education. *Methodology and methods.* The research was conducted using a comprehensive approach that included historical, theoretical-methodological and comparative methods. The following strategies were employed to achieve the research goal: the stages of formation and development of the communicative approach in the methodology of foreign language teaching were examined since the mid-twentieth century; an analysis of existing studies and publications by Russian and foreign researchers was conducted to identify the key characteristics and principles of the communicative method, and to determine how these could be adapted to the conditions of departmental educational organisations. *Results.* The study provides historical background for the emergence of the communicative approach in Russia and abroad. It was revealed that the fundamental principle of the communicative approach is the emphasis on live communication, the creation of conditions for the natural expression of thoughts and emotions, the active inclusion of cadets in the communication situation, and the modeling of life situations. The methodology involves making educational materials and tasks as relevant to everyday life as possible, encouraging oral practice and motivating students to independently formulate their own statements. The article identifies the specific features of teaching foreign languages to cadets in departmental educational organizations, which are determined by the following factors: specialized training; limited freedom to choose materials; the need for quick results; a high degree of responsibility and discipline; political, ideological, and socio-psychological constraints, etc. The study provides examples of role-playing games, discussions, project assignments and multimedia resources that can be used in foreign language classes at departmental educational organizations. *Conclusion.* The communicative approach, which uses communicative methods, is widely used in many countries around the world, including Russia, and is recognised as one of the most effective ways to learn foreign languages in educational organisations. The main feature

of adapting the communicative method is to preserve the general principles of the methodology and modify them to suit the needs of a specific category of students – cadets.

Keywords: departmental education; communicative approach; communicative methods; foreign language; professionally oriented training; cadets

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**Коммуникативный подход в ведомственном обучении
иностранному языку**

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Аннотация: *Введение.* Актуальность владения иностранным языком в современных условиях ведомственной службы обусловлена несколькими ключевыми факторами (международное сотрудничество, информационную безопасность, повышение квалификации, усиление конкуренции и т.д.). Коммуникативный подход и практическое использование коммуникативных методов в процессе ведомственного обучения иностранным языкам обладают значительными преимуществами, способствующими повышению эффективности учебного процесса. *Цель исследования* – выявить основополагающие принципы и особенности коммуникативного подхода, способствующие эффективности ведомственного обучения иностранным языкам. *Методология и методы:* Исследование проводилось с использованием комплексного подхода, включающего исторические, теоретико-методологические и сравнительные методы. Для достижения поставленной цели были использованы следующие исследовательские стратегии: рассмотрены этапы формирования и развития коммуникативного подхода в методологии преподавания иностранных языков начиная с середины XX века; проведен анализ исследований и публикаций отечественных исследователей, что позволило выделить ключевые характеристики и принципы коммуникативного метода и адаптировать их к условиям ведомственных образовательных учреждений и т.д. *Результаты.* Приведены исторические предпосылки возникновения коммуникативного подхода в России и за рубежом. Выявлено, что основополагающим принципом коммуникативного подхода является акцент на живое общение, создание условий для естественного выражения мыслей и эмоций, активное включение курсантов в ситуацию общения и моделирование жизненных ситуаций. Методика предполагает максимальное приближение учебных материалов и заданий к повседневным жизненным ситуациям, активизацию устной практики и мотивацию обучающегося самостоятельно формировать собственное высказывание. Выявлена специфика обучения иностранному языку курсантов ведомственных образовательных

организаций, обусловленная: профильной подготовкой; ограниченностью свободы выбора материала; необходимостью быстрого результата; высокой степенью ответственности и дисциплины; политическими, идеологическими рамками и социально-психологической средой и т.д. Приведены примеры ролевых игр, дискуссий, проектных заданий и мультимедийных ресурсов, могут быть использованы в рамках занятий по иностранному языку в ведомственных образовательных организациях. *Вывод.* Коммуникативные методы, применяемые в рамках коммуникативного подхода, широко применяются во многих странах мира, включая Россию, и признаны одним из наиболее эффективных способов освоения иностранных языков в ведомственных образовательных организациях. Главная особенность адаптации коммуникативного метода заключается в сохранении общих принципов и их модификации под нужды конкретной категории обучающихся – курсантов.

Ключевые слова: ведомственное образование; коммуникативный подход; коммуникативные методики; иностранный язык; профессионально ориентированное обучение; курсанты

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Introduction. The relevance of foreign language proficiency in the current conditions of departmental service is due to several key factors. Firstly, it is international cooperation (Soliyev, 2020). Modern realities require active interaction between countries in various fields: diplomatic, economic, cultural and defense. Foreign language proficiency allows employees of Russian departments to communicate with their foreign colleagues, partners, and representatives of international organizations successfully (Shalimova, 2024).

Secondly, there is information security. The ability to access foreign information and analytical materials quickly helps to raise the awareness of specialists in the fields of security, defense, and law enforcement. This is especially important in the face of the growing threat of cyberattacks and information threats.

The next point is professional development. Participation in foreign internships, conferences and seminars helps employees to share experience and master modern technologies and methods of work (Tretyakova, Chernyishkova, Rosaria Filone, 2021). In order to take full part in such events, it

is necessary to have a fluent command of a foreign language.

The globalization of the economy also affects the study of foreign languages. Economic integration and international economic relations involve the participation of employees of government agencies in negotiations, meetings and business correspondence with foreign partners. Effective interaction is possible only with a good knowledge of international business communication, which requires knowledge of a foreign language.

The practical use of communicative techniques in the process of departmental teaching of foreign languages has significant advantages, which contribute to improving the effectiveness of the educational process. Communicative methods are a set of principles and methods of organizing the educational process aimed at developing the ability to freely express thoughts and understand the interlocutor in real communication situations. The focus is on developing practical skills in speaking, listening (listening comprehension), reading and writing in the natural environment of language.

Research goal. Research goal is to identify the fundamental principles and features of the communicative approach that promote the efficiency of foreign language training within departmental education.

Methodology and methods. The research was conducted using a comprehensive approach that included historical, theoretical-methodological and comparative methods. To achieve the research goal there were employed the following strategies:

- stages of formation and development of the communicative approach in the methodology of foreign language teaching were examined since the mid-twentieth century. Special attention was given to the influence of works by British scholars D. Wilkins, J. Holmes and American educators H.A. Johnson, who laid the foundation for modern teaching approaches;

- an analysis of existing studies and publications by Russian researchers N.D. Galskova, E.I. Passov, A.N. Shchukin and others was conducted, enabling identification of key characteristics and principles of the communicative method and their adaptation to the conditions of departmental educational organizations;

- models and approaches to foreign language teaching were analyzed in different countries, which allowed determining the most effective practices applicable in the Russian departmental educational space.

Research Results and Discussion. Let's start by examining the historical roots of the communicative approach. The term "communicative approach" emerged in the late 20th century, primarily in the UK and the USA. Its theoretical founders are considered linguists and teachers:

- David A. Wilkins, a British linguist, the author of the concept of the functional aspect of language and the theory of communicative competence (early 70s). It was he who first proposed to classify the content of foreign language teaching based on the needs of real communication, highlighting the functional aspects of language (for example, greeting,

farewell, expressing agreement and disagreement, etc.) (Wilkins, 1972).

- J.N. Holmes, an Australian researcher who developed the theory of speech analysis and conversational formats, emphasizing the importance of the ability to engage in dialogue and navigate real-life communication situations (Holmes, 1988)

- H.A. Jobson, an American educator who emphasized the need for a practical approach in teaching foreign languages.

The fundamental principle of the communicative approach is the emphasis on live communication, the creation of conditions for the natural expression of thoughts and emotions, the active inclusion of students in the communication situation, and the modeling of life situations (Coy, 2009). Materials and tasks simulate everyday situations, promoting oral practice and autonomous expressions. This method is globally recognized as an efficient way to master foreign language now.

Russian scholars, such as A.A. Leontyev, M.N. Vyatyutnev, U.A. Kitaygorodskaya, P.B. Gurvich introduced and expanded upon these ideas in Russian education actively during the late 1980s. Among their key achievements are: the creation of a series of textbooks and manuals adapted to Russian educational institutions; the promotion of practical lessons focused on communication, understanding of spoken language and engaging in conversations on relevant topics; the development of methods for assessing and monitoring language proficiency levels. In addition, the following researchers and educators have contributed to the spread of the communicative approach:

- E.I. Passov, who developed an original model of a communicative lesson that includes a series of stages related to preparation, the main stage and reflection (Kolobkova, 2019);

- A.N. Shchukin, who created a classification of methods for teaching foreign languages, which became the basis for systematizing the pedagogical experience of Russian teachers (Shchukin, 2022);

– N.D. Galskova, a specialist in the methodology of teaching foreign languages, who has made significant contributions to the development of a scientifically based approach to teaching foreign languages.

The theoretical foundations of the communicative method include several important aspects that determine the structure and organization of foreign language teaching. Learning is based on communication and interaction between students and the teacher (Zudziunaite, Kaminskiene, Jurgile, Jezukeviciene, 2022). Communications skills imply that learning is aimed at achieving the goals of effective communication, understanding and expressing thoughts and feelings in natural situations. Key principles underlying the communicative method include:

- focusing on genuine communication with a purposeful intent;
- studying language in real-life and professional context;
- engaging students in meaningful social interactions.

The functional approach is based on analyzing the functions of language that are performed in real-life communication situations. We are talking about the functional aspects of language, such as conveying information, expressing emotions, asserting opinions, attracting attention, and other types of interactions. Key elements of the functional approach:

- classification of speech acts (requests, statements, objections, etc.);
- understanding and reproduction of typical communication formulas;
- focus on specific communicative goals of each lesson.

Personal and activity-based approach. This approach takes into account the individual characteristics of the student, their interests, experience and learning motives. The learning process is organized in such a way that the student feels like an active participant, capable of expressing their position and opinion. The process contains individualized tasks, takes into account needs and abilities of different students

and encourages students. Special attention is paid to the development of four key skills (speaking or oral communication, listening or understanding spoken, reading or understanding written text and writing or creating text). The successful development of one skill has a positive effect on the others.

Next is modeling of real – life communications situations. For example, simulating negotiations, phone calls, discussions about problems, shopping for goods and services, etc. Such situations contribute:

- to learning new material in the context of a specific life situation;
- to increasing confidence;
- to forming stable associations between words and situations.

The history of the emergence and development of the communicative approach is related to the changes in the understanding of the goals and content of foreign language teaching in the mid-20th century. Let's explore the stages of this approach. Until the mid-20th century, traditional grammar-translation and audio-lingual approaches were prevalent, focusing primarily on memorizing grammar rules and repeating ready-made structures. However, it gradually became evident that such teaching did not prepare students adequately for independent communication in real-life situations. The first significant impetus for change came from the work of the British linguist David Wilkins, who began to analyze the functioning of language in terms of communicative intentions and functions. He argued that simply knowing the structure of a language was not enough for effective communication, and proposed a classification of language learning content based on its relevance to specific communicative needs. These ideas laid the foundation for future developments in the communicative approach.

In the early 1970s, a broad discussion began on the new concept of learning, which was formulated by John Holmes and a group of British researchers. They emphasized the importance of training participants in the learning process in the use of language in real

communication situations. The key elements were the following changes:

- transition from the traditional form of presentation of the material (“grammar plus dictionary”) towards the thematic construction of lessons focused on solving communicative tasks;
- focus on developing practical skills in speaking, listening, reading and writing;
- changing the teacher's role from a traditional lecturer and supervisor to a mentor who coordinates group work and creates an atmosphere of free exchange of ideas.

In the second half of the 1970s, the stage of mass implementation of the communicative approach began in European countries, especially in England and Germany. Special programs, textbooks, and manuals were developed to reflect the new requirements. The term “communicative language teaching” referred to a new approach that aimed to teach speaking, understanding and using the language in a natural way. The European Council played a major role in spreading this approach, adopting the Common European Framework of Reference for Languages in the 1980s, which provides language proficiency levels and assessment criteria based on students' communicative abilities. Today, the communicative approach dominates foreign language classrooms worldwide.

In summary, the history of the communicative approach reflects a gradual transition from the mechanistic study of individual language elements to a holistic perception of language as a means of social interaction that helps individuals feel confident in the multilingual and multicultural environment of modern society (Azimova, 2019). Real communication practice is central to the learning process, providing opportunities for language use in everyday life. Classes are organized around active learning activities that encourage interaction between students and the teacher. It is important to recreate real-life situations that are relevant to the students' professional needs. Real materials (texts, films, and documentation) are used that are appropriate

for the learning objectives. The balanced development of all four basic skills (speaking, reading, writing, and listening) ensures a comprehensive understanding of the language and the ability to handle various communication situations.

For cadets, whose professional tasks demand specific linguistic capabilities, tailored communication tasks align with their responsibilities. Methodologies adapt to organizational norms, balancing discipline with flexibility.

Since many employees will be involved in official negotiations and documents, special attention is paid to learning the official business style and proper document formatting. For employees of the security forces, it is important to be able to act quickly, so the goal of the methodology is to ensure that they can formulate requests quickly, give precise instructions and respond to changes in circumstances. Many specialists work in collaboration with other organizations, so it is important to develop communication skills with different types of professionals who speak foreign languages.

Thus, the main feature of adapting the communicative method is to maintain the general principles of the methodology while modifying them to meet the needs of a specific category of students – cadets, such as those in special units and departmental educational institutions. The specifics of teaching a foreign language to cadets of departmental educational organizations are determined by a number of factors that define the specific conditions of training and the requirements for the educational process. Let's consider the key characteristics of the target group and the impact of these characteristics on the organization of the educational process:

1. Specialized training. Cadets of departmental educational organizations receive specialized training, whether it is military service, law enforcement, or protection of state secrets. Consequently, the educational material should contain specialized vocabulary and terminology that corresponds to the profession.

This means that a significant portion of the lessons is dedicated to professional language.

2. Limited freedom to choose the material. Unlike traditional civilian universities, the curriculum for cadets is regulated by the department's regulations and orders strictly. This imposes limitations on the choice of educational materials and methods. Teachers are required to follow the approved programs and plans, which often dictate the scope and content of the curriculum.

3. The need for quick results. Cadets undergo intensive professional training within a strict timeframe. Foreign languages are most often studied in parallel with the main curriculum, and teachers face the challenge of providing as much useful material as possible in a short period. As a result, the focus is on key elements necessary for quick communication in standard work situations.

4. High degree of responsibility and discipline. The special psychological and physical demands of military and law enforcement professions have a significant impact on the readiness for learning. Cadets have to combine physical training, service, and study, which increases stress and reduces overall concentration. Teachers need to consider this factor by creating a flexible and supportive learning environment.

5. Political and ideological framework. Teaching foreign languages in departmental organizations is often associated with ensuring information security and maintaining confidentiality. Students undergo special checks, and some courses may be closed, which significantly limits the amount of information used and the availability of external resources.

6. Social and psychological environment. The social and psychological climate of military and departmental organizations is characterized by a high level of hierarchy, collectivism and obedience to the authority of senior officers. This environment affects the relationships within the training group, sometimes leading to problems with leadership and psychological stability among team members.

7. Lack of autonomy and independence. One of the challenges in teaching foreign languages to cadets is the lack of sufficient independent learning activities. Students are often under constant supervision and follow a strict daily schedule, which limits their ability to engage in extracurricular activities or plan their own learning.

Taking into account the listed factors, it is recommended that the teachers: use specialized materials, containing professionally important terms and constructions; create a comfortable environment that allows students to express their opinions openly and overcome difficulties; apply game and interactive teaching methods, stimulating interest and activity; conduct regular tests and control activities, identifying gaps in knowledge and eliminating them in a timely manner; strengthen students' self-confidence, forming a positive attitude towards the subject. Thus, the specifics of teaching a foreign language to cadets of departmental educational organizations require a special approach that combines academic rigor with flexibility and attention to the individual characteristics of students. The educational process in departmental educational organizations has a pronounced specialized focus aimed at ensuring the future professional activities of graduates. The main objective of education is to acquire the necessary skills and knowledge that are directly applicable in future service. The main characteristics of this process are as follows:

- course specialization (Training is conducted using specially selected educational materials that contain terminology and practical knowledge necessary for the graduate's professional activities.);

- integration of theory and practice (Much attention is paid to conducting laboratory work, practical classes, and field trips, which allow students to apply their knowledge in real-world situations.);

- individual support (Teachers provide individualized attention to each student, taking into account their personal characteristics and interests.);

– emphasis on patriotic education (Special attention is paid to the formation of students' sense of pride in their profession and country, the education of respect for laws and rules of conduct.).

This forms graduates' high qualification and readiness to perform complex tasks in their professional activity. Effective communication training builds professional aptitude, equipping employees to collaborate internationally.

In today's operational environment, employees often work in international teams or with colleagues from other countries. Such collaboration is impossible without intercultural communication skills. Thus, intercultural communication is an important component of the professional training of employees in departmental organizations, allowing them to cope with the challenges of globalization and cultural diversity successfully. The implementation of communication techniques in the specific context of departmental education requires careful consideration of the training materials (Isakov, Isakova, 2019). The specific techniques and exercises that demonstrate the implementation of a communication approach in departmental organizations are:

1. Role-playing games called "Negotiations with a representative of a foreign delegation". Participants take on the roles of a diplomat, a representative of a government agency, and a translator. The goal is to conduct successful negotiations.

2. Discussions, such as "Issues of Interethnic Relations in the Region". Students are encouraged to discuss possible scenarios for resolving conflicts, utilizing their acquired argumentation and persuasion skills. The purpose of this technique is to develop critical thinking, the ability to defend one's point of view constructively and find compromise solutions.

3. Project tasks, such as "Optimizing the Internal Security System of a Facility". The group is divided into teams and each team develops its own project that represents a strategy for securing the facility.

4. Multimedia content, such as watching documentaries and interviews, accompanied by text comprehension tasks and subsequent discussions about the content.

5. Interactive lectures, for example, a teacher gives a lecture accompanied by questions for the audience. Each participant is assigned to prepare a report on a specific topic and present it to the group. Interactive lectures increase student engagement, allow for deeper understanding of the material and assess the level of comprehension of each individual topic.

6. Technical simulators, such as the use of computer simulators and virtual simulators for practicing emergency scenarios. These devices provide a realistic representation of real-world processes and allow for repeated training sessions. Technical simulators enable safe training exercises and help monitor the quality of acquired skills.

Thus, the implementation of communicative methods in departmental education is carried out through innovative formats that allow for the full development of each student's potential and ensure the high quality of training in this field. Below are specific examples of role-playing games, discussions, project assignments, and multimedia resources implemented within departmental educational organizations:

– "Border Zone Control". The game takes the form of a border checkpoint scenario. One participant acts as a border officer checking documents, while the other plays the role of a tourist or a merchant. The task is complicated further by additional circumstances (suspicious luggage, unclear markings on documents);

– "Evacuation of Victims". Participants are divided into rescuers and victims. The objective is to evacuate the victims from a dangerous area while adhering to first aid and resource management rules;

– "Meeting with a Journalist". One student plays the role of a journalist asking pointed questions to a government official about a specific incident. The second student answers the questions while adhering to the established

guidelines and rules for interacting with the media;

– “Legislation and Citizens' Rights”. Organizing a debate on the legal regulation of citizens' relationships with the government. Each side presents arguments and counterarguments, demonstrating a deep understanding of the legislation and the social consequences of decisions;

– “Internal Document Management System”. Description: Develop a regulation for processing and storing confidential documents. The project should include procedures for registering, transferring and destroying documents, as well as recommendations for preventing information leaks;

– “Anti-Corruption”. Creation of the unit's anti-corruption policy program. The work includes conducting an analysis of corruption risks, developing proposals to eliminate negative factors and evaluating the effectiveness of planned measures.

Examples of multimedia resources:

1. Documentaries about emergencies, such as a documentary about the aftermath of accidents and disasters that provides a visual demonstration of the correct sequence of actions for department employees;

2. Interviews with national security experts, such as recordings of interviews with departmental service managers, who talk about the specifics of their work, achievements and challenges;

3. Emergency simulations, such as computer-based simulations of personnel evacuations, firefighting and the response to natural disasters and industrial accidents.

These examples demonstrate the variety of formats and areas that departmental educational institutions can use to implement communication techniques effectively and improve the quality of training for their specialists.

Electronic platforms and mobile applications also play a significant role in the modern educational process (Jedlicka, Brown, Bunch, Jaffe, 2002), increasing the motivation and interest of cadets in departmental

educational organizations. Their use creates additional incentives for independent learning, strengthens self-organization and self-control skills and stimulates interest in the subject. Let's explore the main aspects and examples of such tools. Some of the popular platforms include Moodle (one of the most widely used platforms with a wide range of features for creating online courses and monitoring student progress), Google Classroom (a convenient platform for organizing remote classes, assigning tasks and sharing files), and Edmodo (a platform designed for teacher-student collaboration, making it easy to work together on projects and discuss issues). These resources provide a comfortable environment for individual work, allowing for additional in-depth study of the subject and receiving immediate feedback from the teacher. In addition, smartphone and tablet apps have become indispensable tools for students' education, providing convenient tools for regular self-study. Electronic platforms and mobile applications also serve as a powerful tool for improving the quality of education and increase motivation.

The use of communicative methods in foreign language teaching shows a positive trend in the academic performance of cadets. This conclusion is supported by research results published in scientific articles on this topic. The positive effects of using communicative methods include an increase in language competence. Research shows that students who have been taught using communicative methods demonstrate significant improvements in comprehension, pronunciation and vocabulary proficiency. For example, a study conducted by E.V. Zhdanova at a military university showed that the results of foreign language exams improved by 20% in the experimental. The communication approach creates a favorable atmosphere, reduces the fear of mistakes and increases the desire to continue learning.

Through participation in role-playing games, discussions and project activities, cadets acquire valuable communication skills that can be applied in their future professional experiences. The information from Y.G.

Kirilenko's experiment showed a 15% increase in the number of satisfactory and good grades on exams for the level of development of the communication skills.

The use of communicative methods develops the initiative and independence of cadets, increases the share of independent work and creative thinking. The analysis of publications confirms the positive impact of communicative methods on the results of teaching foreign languages to cadets of departmental educational organizations. Using such methods increases language competence and motivation, and develops communication skills, which are important for the professional success of departmental employees. Further expansion of the use of these methods and their adaptation to the unique conditions of departmental institutions are recommended.

The hypothesis of improving the quality of foreign language acquisition through the use of communicative techniques is confirmed in such aspects as:

1. Increasing the level of language proficiency. Research shows that students who participate in communicative forms of learning achieve higher levels of language proficiency compared to those who practice the traditional method. The level of proficiency is measured by such indicators as fluency of speech, accuracy of use of grammatical constructions, richness of vocabulary and correct pronunciation.

2. Increase motivation. Communicative methods involve students' active participation in the learning process, which enhances their intrinsic motivation. Students begin to recognize the significance of the material they are studying and experience personal success because of their achievements. This effect is reflected in increased class attendance, completion of additional assignments and a greater understanding of the culture of the target country.

3. Simplifying the understanding of the language. Through constant exposure to the language in real-life situations, students learn to use language structures and mechanisms more quickly. Games, role-playing and discussions

help to speed up this process, turning abstract knowledge into practical skills.

4. Improving self-esteem. Students who learn through communicative methods feel more confident in themselves and their language skills. They find it easier to speak in public, discuss issues and convey their thoughts clearly and accurately.

5. The sustainability of results. Research confirms that the results achieved through communicative methods are more durable and better transfer to the real world. This is because these methods create strong associations between knowledge and real-life situations, which helps to retain information over time. Therefore, the numerous scientific publications that support the effectiveness of communicative methods support the validity of this hypothesis and the need to expand their use in the educational process.

The prospects for further improvement of the educational and methodological support for cadets' course training are related to the development of several areas, each of which aims to make the educational process more effective, high quality and in line with the current state of science and society. The main trends and areas that define the future of educational and methodological support include:

1. Digitalization and digital support of the educational process. Wide-ranging automation and the introduction of digital technologies will improve the monitoring of academic performance, individualize the educational process and facilitate the interaction between teachers and students. This includes the use of online resources, interactive whiteboards, electronic libraries and automated knowledge assessment systems;

2. Comprehensive professional education. It is necessary to combine basic military and specialized professions with the humanities to ensure the comprehensive development of the cadet's personality. This will enable the cadet to become a highly skilled professional who is prepared to act in any circumstances;

3. Development of meta-skills and creativity. Special attention should be paid to the formation of universal skills, such as critical thinking, time management, self-reflection and teamwork. This will ensure that future employees are mobile and able to adapt to changing conditions.

4. Continuous updating of educational programs. Educational programs should be constantly revised and updated with new materials and teaching methods that meet the demands of the time and scientific discoveries. It is important to strike a balance between the fundamental and applied aspects of education.

5. Broad international exchange of experience. Active cooperation with leading universities and institutes of other countries will allow us to introduce innovative approaches and the best global practices into the Russian educational process. Joint projects, foreign internships and conferences will become an important part of educational activities (Kourova, Mikhanova, 2015).

6. Mentoring and curatorial support. The development of the mentoring institute and the introduction of personal support for students will become an important element of support and motivation for cadets. Individual attention from experienced teachers will help each cadet to realize their potential and achieve success.

Conclusion. The conducted research has achieved its aim and revealed the fundamental principles and distinctive features of the communicative approach, contributing to enhancing the effectiveness of foreign language training in departmental institutions. The core principles include purposeful speech, authentic communication and socially relevant contexts. The main feature of adapting the communicative method is to preserve the general principles of the methodology and modify them to suit the needs of a specific category of students – cadets from special units and departmental educational organizations. The specifics of teaching a foreign language to cadets in departmental educational organizations require a special approach that combines academic rigor with flexibility and attention to the individual

characteristics of cadets. Special attention is paid to the development of four key skills (speaking or oral communication, listening or understanding spoken, reading or understanding written text and writing or creating text. The examples of role-playing games, discussions, project assignments provided in the study can be used in foreign language classes at departmental educational organizations to reinforce practical skills in the process of developing foreign language communicative competence effectively.

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