

We see that the British and Belarusian views on the British national pride do not coincide fully. The English course books do not reflect the information about the British institutions, industrial revolution and inventions. On the contrary, the British are not that proud about their holidays, symbols, universities and schools: the topics which are studied in Belarusian schools. It means that foreign language teachers can underestimate transformations of the social processes that happen in the modern British society. Therefore, we proved the main hypothesis is true: there are some new areas which are not reflected in the course books that it will presumably lead to some limitations in pupils' future intercultural communication.

We assume that it would be logical to discuss in the English classroom the topics which at least 30% of the British responders classified as part of their national pride. The list of them may include:

1. The top British inventions as their national pride (e. g., WWW, steam engine, the theory of evolution, etc.).
2. Queen Elizabeth I and Queen Victoria.
3. The role of the English language in the world.
4. The British historical events (Waterloo, World War I, World War II).
5. The values of the British (democracy, individualism, privacy, equality, etc.).
6. The rules of the British etiquette (politeness, addressing people, etc.).

Conclusion. We suggest the students and future foreign language teachers, to consider the following recommendations.

1. In order to prepare schoolchildren for intercultural communication, it is logical to discuss, in English classes, the authentic texts about the role of the English language in the world, the relationships in the modern British society, British history and the monarchy.

2. To eliminate stereotypes concerning the topic choice in intercultural communication, it's worthy to use texts about British landmarks, traditions, sports and holidays for motivating students to learn English rather than using them to teach intercultural communication.

References

1. Longman dictionary [Electronic resource]. — Mode of access: <https://www.ldoceonline.com/dictionary/pride> . — Date of access: 10.11.2017.
2. The free dictionary [Electronic resource]. — Mode of access: <https://www.thefreedictionary.com/National+pride> . — Date of access: 10.11.2017.
3. Katz, D. Basic Stereotypes of One Hundred College Students / D. Katz, K. Braly // *Abnormal and Social Psychology*. — 1933. — P. 280—290.
4. *Martin, J. Experiencing Intercultural Communication* / J. Martin, T. Nakayama. — 2nd ed. — New York : Mc Graw Hill, 2005. — 315 p.
5. Английский язык : учеб. пособие для 10-го класса учреждений общ. сред. образования с рус. и белорус. яз. обучения / Н. В. Демченко [и др.]. — Минск : Издат. центр БГУ, 2014. — 310 с.
6. Английский язык : учеб. пособие для 9-го класса учреждений общ. сред. образования с рус. яз. обучения / Л. М. Лапицкая [и др.]. — Минск : Выш. шк., 2011. — 294 с.
7. Английский язык : учеб. пособие для 8-го класса учреждений общ. сред. образования с рус. яз. обучения / Л. М. Лапицкая [и др.]. — Минск : Выш. шк., 2010. — 221 с.
8. Английский язык : учеб. пособие для 11-го класса учреждений общ. сред. образования с рус. яз. обучения / Н. В. Юхнель [и др.]. — Минск : Выш. шк., 2012. — 358 с.

UDC 378.147.227

K. Y. Fotin, N. A. Shibanov

The Military Academy of the Republic of Belarus, Minsk

LANGUAGE TRAINING OF THE AMERICAN SPECIAL FORCES

Introduction. The Special Forces of the United States Army, or Green Berets, as they are known, are an elite military force that supports various American goals overseas. The motto of the US Army Special Forces is “De Oppresso Liber,” which means to liberate the oppressed. Like other special operations units, Special Forces perform direct action, special reconnaissance, counterterrorism and unconventional warfare.

However, what sets the Special Forces from other special operations units is their use of Foreign Internal Defense, or training indigenous troops to fight for freedom.

Main part. The mission of the Special Forces is quite complex and very wide in scope. They support movements that the United States believe will be beneficial to its goals, and they also offersadvice and diplomatic support during American missions overseas. That's why most members are bilingual and college-educated, and they receive additional diplomatic and cultural training once they are accepted into training.

The United States Army Special Forces Command (USASFC) has set the ambitious goal of having at least one Soldier qualified at levels 2 and 3 in each deploying twelve-man Operational Detachment Alpha (ODA).

Active duty Special Forces qualified Soldiers are assigned to one of five regionally oriented Special Forces groups where the individual language and cultural skills of these Soldiers are leveraged to execute the regional specific missions of each Special Forces group. As an example, Special Forces qualified Soldier initially assigned to the 1st Special Forces Group would receive language training in an Asian language such as Chinese, Korean, Thai, Tagalog or Indonesian.

Languages include French, Indonesian-Bahasa, Spanish, Arabic, Chinese-Mandarin, Czech, Dari, Hungarian, Korean, Pashto, Persian-Farsi, Polish, Russian, Tagalog, Thai, Turkish and Urdu.

The years of operational experience have reinforced what Special Operations Forces leaders have understood: that foreign language skills are essential for conducting the unique missions of Army Special Forces. Going back to their World War II roots in the OSS, Special Forces have long been distinguished by their foreign language skills. In recent years, these skills have only become more important. In the foreword to the Army's most recent doctrinal publication involving Special Forces, ADP 3-05, Special Operations, USASOC commanding general LTG Charles T. Cleveland writes that success for SOF in future conflicts requires "a profound understanding of foreign culture and fluency in local languages."

Becoming a special forces soldier is a long, difficult process, but it can be accomplished with dedication, commitment and proper preparation. To become part of the Army's Green Berets, along with Physical Fitness Tests, you need to take Defense Language Aptitude Battery or Defense Language Proficiency Test.

The Defense Language Aptitude Battery (DLAB) is a test used by the United States Department of Defense to test an individual's potential for learning a foreign language. The defense language aptitude battery consists of two major sets of the aptitude tests; audio and visual. It consists of 126 multiple-choice questions and the test is scored out of a possible 176 points.

Phonetic coding, foreign language syntax and structures are tested to see your acquired skill or aptitude for foreign languages.

The Defense Language Proficiency Test (or DLPT) is a battery of foreign language tests produced by the Defense Language Institute and used by the United States Department of Defense. They are intended to assess the general language proficiency of native English speakers in a specific foreign language, in the skills of reading and listening. The tests are meant to measure how well a person can function in real-life situations in a foreign language. The tests are used to assess the skill level of DoD linguists. Linguists are tested once a year in the skills of reading and listening.

The tests rate you as 0, 1, 1+, 2, 2+, or 3. The highest number 3 is considered the best competitive score.

Training and selection course of the Green Beret includes 6 phases, language course is the 5th one and is 26 weeks for all students regardless of the difficulty of the language studied and students are required to achieve level 1 before they can earn their Green Beret. Foreign languages are grouped into four categories based on their difficulty. Category I languages, such as French or Spanish, and Category II languages, such as Indonesian, are the easiest to learn, while Category III languages, such as Russian, and Category IV languages, such as Chinese, are the most difficult. Special Forces students are assigned their target language based on their aptitude for learning foreign languages as demonstrated through scores on the Defense Language Aptitude Battery.

After graduation, Special Forces Soldiers continue to receive sustainment training and are expected to maintain a 1/1 in their designated target language. Soldiers who fail to maintain a 1/1 are not eligible for advanced skills training and are less competitive for promotion. Special Forces Soldiers who are assigned a Category I or II language must have, at a minimum, 80 hours of annual foreign language sustainment training while Soldiers who have a Category III or IV language must have 120 hours. In all cases only 40 hours of this annual training can be independent study, the remainder must be instructor led in some form. Based on operational needs and availability, soldiers also have access to alternative training venues to include distance education through video conferencing, resident courses at DLI and participating universities, intermediate level courses specifically designed for Special Operations Forces and short-term overseas programs.

Conclusion. Depending on the Language tested on and the score achieved (must be a 2, 2+, or 3), soldiers may receive Foreign Language Proficiency Pay (FLPP) added to their pay check each month. The amount of pay varies based on the category (payment list) of the language, the level of demonstrated proficiency, and possibly the member's occupation (MOS). The lowest payment is \$100 per month. By law, the services are authorized to pay up to \$1,000 per month per member for FLPP, depending on the number of languages proficient at. However, the individual services are each making their own plans for implementation. Soldiers receiving FLPP pay must retest annually in order to continue to receive the extra pay.