

DEVELOPMENT OF INTERCULTURAL COMMUNICATION COMPETENCE OF CADETS USING INTERACTIVE METHODS

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Annotation:

Great importance should be attached to the rapid development of priority tasks that need to be solved in the implementation of the socio-economic development of the Republic of Uzbekistan. In this regard, the Decree of the President of the Republic of Uzbekistan dated October 8, 2019 "On approval of the consortium for the development of the higher education system of the Republic of Uzbekistan until 2030" PD-5847 prioritizes the development of the field of education along with "increasing the share of independent education hours, independent education in students, critical and creative thinking, systematic analysis, formation of entrepreneurial skills, implementation of methods and technologies aimed at strengthening competences in the educational process, implementation of the educational process in ensuring the implementation of the task of promoting the formation of skills, in this case, the wide implementation of advanced educational technologies, educational programs and educational materials based on international educational standards in the educational process"[1] shows the need to modernize the methodological bases of teaching foreign languages.

Keywords: education standards, military pedagogy, skills, teaching cadets, CLT,

Military pedagogic process is a specially organized process of mutual cooperation between a teacher and a cadet. The process takes care of education, training and personal development. Independent thinking in military pedagogy begins with understanding and independent thinking [2]. Military pedagogic process is specially directed in comparison to others, and the communication between the teacher and the cadet is organized in a more formal way. Teaching foreign languages to cadets in higher military educational institutions is also conducted based on special terminology.



The data shows that when traditional methods are used in the lesson, the highest level of recall of information by students is 30%, and when non-traditional methods are used, the rate of learning is the level of assimilation of information increases. Today, one of the most important requirements for every teacher is to apply modern editorial technologies to the teaching process. The use of different interactive methods makes the cadets actively participate in the lesson process.

The practical purpose of teaching the foreign language in Military educational institutions is not only the ability to communicate in specialized topics related to the future professions of the cadets, but it is required the formation of information exchange skills, also the "person" who is aware of the lifestyle and culture of a foreigner. Modern methodology recommends the use of didactic games, problem-based teaching, and modular teaching technologies to activate cadets in the educational process and motivate them to speak and communicate in the foreign language.

The development of communicative skills in cadets and the application of methods based on CLT (Communicative language teaching) and interactive methods in the teaching process helped to prevent problems in the communicative process. Teachers who are interested in CLT can choose classroom activities based on what they believe in developing communicative competence in the target language. It varies by activity level and promotes collaboration, fluency, and convenience[3]. The following are the basic methods of CLT: role play, interviews, group work, information gathering, information sharing, scavenger hunt, jigsaw, task completion activities, information gathering, information transfer, etc.

Here we will give examples of the development of intercultural communication competence of cadets through this communicative approach and methods.

Role play - in this method, cadets try to get into the situation of representatives of different nationalities and preserve the unique features of their culture and language, in which cadets perform scenes on the topic. This form of theatrical presentation requires maximum penetration into the role in the language of the actors, and therefore requires serious attention, searching for books and mass media. We participated in trainings dedicated to the specific features of conducting military negotiations in different countries (international military cooperation), the role of a manager in an organization (dialogues between an officer and a cadet), strategic



planning in senior and junior units. We can enjoy the games. In the process of performing this task, 4 skills of learning language are used in practice. It consists of two steps. In the first step, groups of cadets are organized and various pictures on the general theme of "The visit" are shown to them. Together with the picture, the words and phrases used to describe it are given. Cadets will create a dialogue with their groups. For example, each group of people is given similar pictures and similar words.

Visit to the entrance post of military base: Military post, check (something) for something, checking all documents, duty officer at the post, let me check your documents, What is purpose of your coming? The duty will take you to Major Akhmedov. Leave your phone and electronic items in the post. Please note, this is your item packing box number. Please wait, the person you call will come out in 10 minutes. The person you requested did not come today. The person you asked for went on a service trip.



In the second step, each group plays the dialogue they have created in front of the class [4].

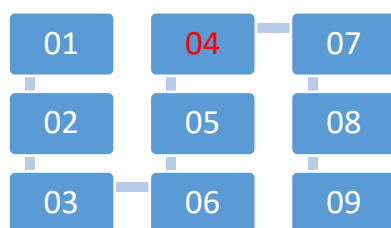
Interviews is an oral exercise carried out in pairs, the main purpose of which is to develop the communicative relations of cadets in language teaching. In the process of performing this task, speaking and listening comprehension of the speech activity are used. It consists of two steps, in the first step, pairs are formed, asking each student the same questions about the UN peacekeepers topic as asking their partner. Cadets answer these questions in turn by turn[5]. Here is an example:

Military journalist(interviewer)	Military serviceman
1. Have you take part in UN peacekeeping operations the 1st time?	1. Yes, I have. (or No, it's second time. Before I have been in Iraq.
2. Have you come accross difficulties or any problems with local people?	2.
3. Did you join this organization volutarily?	3.
4.?	4.

Because this activity is highly structured, it allows teacher to carefully monitor the responses of the cadets during the activity. It even allows you to check specific deficiencies in grammar and the use of words. In particular, it is an activity that should be used with cadets of the low level of language proficiency, as cadets at this level are the most successful. When working with cadets with a higher level of knowledge, they are given only the topic of conversation. And they organize the question and answer independently.

Group work is a collaborative activity that aims to promote communication in language learning in a larger group setting. In the process of performing this task, listening comprehension, reading, writing and speaking are used. It consists of three steps, and in the first step, the class is divided into two non-blind groups of 6 people, each group member must have a task to perform. Each member of the group takes a certain amount of time to complete the assigned task. Group members discuss the collected information with each other and combine all of them to complete the survey. Both groups will be given a project work on the same topic "Military organization structure". In the second step, the groups discuss their work, and in this step, they present their work and discuss the similarities and differences. Here is an example: in the topic "The structure of Public safety university", the cadets can create and explain the structure of the university management system in the order they like. Each of these numbered structures is described separately[6]. For example, 04 - He's the 4th deputy of commandant of University and he is responsible for enlightenment and srirituality works.





Cadets are asked to focus on only one piece of information, which increases their understanding of that piece of information. Better understanding leads to better communication with other members of the group, which encourages the development of cadets' communicative abilities in language learning. In this process, the instructor should ensure that each cadet contributes equally to the group's activities. Cadets should contribute equally and benefit equally from the activity, so teacher should be well organized and well taught.

Information gap is a collaborative activity, the purpose of which is to help cadets acquire previously unknown information in an effective way in language teaching. In the process of performing this task, all skills of learning language are used.. It consists of four steps, in the first step, the class is divided into pairs, one partner in each pair is cadet A, and the second is cadet B. In the second step, all cadets A and B are given a handout consisting of a two-column table. Empty cells in the work schedule of cadet A are filled in by cadet B. Student B's worksheet also has blank cells, but Student A has filled them. In typing, cadets must work together to fill in each other's tables and ask and provide information that is missing from both.

Implementing the information gap activity improves cadets' ability to communicate about unknown information in language learning. These capabilities are used in face-to-face conversations where the goal is to gather information or simply share information. Teachers should not forget that their cadets need to be able to communicate effectively in this activity. They need to know certain military terms, grammar structures, etc. If the cadets were not prepared for the task, they could not communicate effectively.

For example: "Great military leaders"[7].



Cadet A	Cadet B
1.Amir Temur was born in	1.Amir Temur was born in Shakhrisabz.
2.He had 4 sons.	2.He had sons.
3.George Smith Patton wasgeneral.	3. George Smith Patton was American general.
4.Alexander Suvorov was Russian Field Marshal.	4.Alexander was Russian Field Marshal.
5.George Washington lived in-1799.	5.George Washington lived in 1732-1799.
6.Ulugbek was Amir Temur's grandson.	6.Ulugbek was Amir Temur's

The cadets interact with each other to fill in the blanks and fill in the blanks by answering questions.

Cadet A: Where was he born?

Cadet B: He was born in Shakhrisabz.

Cadet A: How many sons did he have?

Cadet B: Four.

Opinion sharing is a content-based activity, the purpose of this method is to build cadets' conversational skills while talking about something they are interested in. In the process of performing this task, speech activity of speaking and listening comprehension are mainly used. It consists of two steps, in the first step, the class is divided into two 4-people unblinded groups or pairs. The teacher introduces the topic and asks the cadets to think about their thoughts on the topic. (For example, Military uniforms, ranks, NATO school...) Cadets talk in pairs or groups of individuals and discuss their thoughts on the topic. Brainstorming is a great way for more introverted cadets to improve and share their thoughts. If a cadet has a strong opinion on a topic, he will express and share his thoughts. In the process of applying this method, there must be mutual respect between the cadets, because if the cadet does not feel that his opinion is respected by the teacher or his peers, then he will not feel free and will be in love with his opinion and they did not get communicative foud from this activity.

In the training of mature officer personnel, the communicative method was used in practical training – project work, distance learning, brainstorming, group thinking, use of interactive methods such as gallery, rotation, round table discussion, Keys study, Jigsaw, group competitions, internet news and it is appropriate to use



advanced editorial technologies[8]. In order to eliminate the difficulties of the cadets in the communication process, it is appropriate to include the proposed methods in the military education training process and help to prepare the future officers for the international military service process and help them to solve such problems that may arise. The process of teaching in foreign language is carried out on the basis of the methodology of forming socio-cultural communication in a foreign language, and this leads to an increase in the level of communicative skills of cadets, interest in learning the foreign language as well as helps to be ready for intercultural communication.

In conclusion, we can say that successful communication with local people, it requires a certain level of knowledge from the cadet, not only learning the language as a means of communication, but also it requires the people with whom they can communicate and understanding the way of thinking this focus. Therefore, in the process of acquiring the necessary knowledge, these cadets should be well acquainted with the culture of the country of the language they are learning, so they should master the foreign language more deeply and more intensively. The availability of basic knowledge and the ability to use it correctly is a sign of the formation of intercultural communication skills. That is, the development of intercultural communication competence, taking into account the abilities of the cadets, will give a good result. We believe that it is necessary to correctly choose the purpose of communication and organize the proper use of language possibilities depending on the situation.

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