



FACTORS OF DEVELOPING OF INTERCULTURAL COMMUNICATION COMPETENCE IN TEACHING ENGLISH TO CADETS OF MILITARY UNIVERSITY

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Abstract

This article discusses the role of English language teaching in cadets' intercultural communication competence. The article explores how to develop intercultural communication competencies of English learners in English teaching, as well as understanding the important goals of English teaching.

Keywords: *teaching English, communicative competence, intercultural communication competence, lingo didactics, oral and written communication.*

There is a widespread belief in modern education that cadets need to develop intercultural communication competence in a foreign language. This can be explained by the need for verbal communication as a result of the ongoing integration processes around the world, as experts in various fields often find themselves in an awkward position in the process of communication with foreign colleagues and partners. Therefore, the formation of intercultural communication competence in foreign languages, which is also studied by military graduates, remains one of the most pressing issues. This issue is also reflected in the state documents on the teaching of foreign languages in military educational institutions of our country.

One of the standard requirements for a qualified professional is to be able to use a foreign language fluently in the course of his / her professional communication. [1]

The state education standards stipulate that undergraduate graduates of military institutes' faculties must take the B2 level of educational standards. Accordingly, undergraduate graduates of non-philological faculties are required to have a B2 level out of the 4 foreign language skills (reading, writing, speaking, listening) they are studying in their field. This means that military higher education cadets are required to have the skills and competencies to use a foreign language as a means of professional communication, and that future professionals will be able to listen, read, write and speak a foreign language implies the formation of specific communicative competence. [2]



State standards for foreign language teaching address the formation of sociolinguistic, pragmatic and intercultural communication competencies in addition to the linguistic competencies inherent in a foreign language teacher. This, of course, focuses on the targeted use of a foreign language in various areas of social activity. All this is formed in the practice of foreign language teaching in direct connection with the communicative purpose.

J.J.Jalolov introduced the term "intercultural cognizant" to lingodidactics. This enriched the notion of the purpose of teaching foreign languages with a new content, because the word "cognizant" refers only to the knowledge of the grammar, vocabulary, pronunciation, spelling of the studied foreign language and reading, writing, correct articulation. a person who has the skills specific to the technique and types of speaking activities, but can also communicate on issues related to the culture of the foreign language being studied. [3]

Of course, to date, the issue of foreign language teaching competence has been addressed in the work of a number of Methodist scholars. They understand how to apply communicative competence in a foreign language in different areas of a person's social activity and in different speech situations in accordance with the requirements of the speech situation (J. J. Jalolov, N. D. Galskova, I. L. Bim, T. S. Sattarov and others).

JJ Jalolov includes as a component of communicative competence types of speech activities in a foreign language (listening comprehension, speaking, reading, writing), speaking skills (lexical, grammatical, phonetic, spelling), language techniques (articulation, listening comprehension, reading, writing) and language rules (grammatical, lexical, phonetic, spelling). [4]

Based on the factors influencing the formation of foreign language competence in the methodological literature, it can be seen that the professional competence of a foreign language teacher includes linguistic, psychological, pedagogical, methodological, visual and organizational competencies. [5]

It should be noted that communicative competence should be one of the most important components of the professional competence of a foreign language teacher, as it is difficult for a person without oral communication skills to become a teacher and to develop the communication competence of cadets we think it should be set as a goal. That is, the main purpose of language learning is to develop communicative competence in the language learner.

There are three important factors to consider when teaching a foreign language. These include language (language phenomena), speech, and speech activity. They are important implements for making verbal communication. The formation of verbal skills



is theoretically based on the theory of activity (L.S. Vigotsky, A.N. Leontiev) and the theory of the gradual formation of mental activity (P. Y. Galperin). These theories also play an important role in the emergence of a communicative method aimed at the formation of speech skills that enable the implementation of oral communication using foreign language methods. One of the basic principles of the communicative method is to organize the teaching process in a speech-oriented manner. This requires the organization of the learning process as much as possible based on speech situations, as speech situations not only activate the cadets but also bring the speech communication in the learning process closer to the natural speech process.

For practical purposes of teaching a foreign language in military educational institutions, a "cognizant" who is aware of the lifestyle and culture of a foreign language holder, not only to be able to communicate on the topics of specialization of future cadets training is required. [6]

Modern methods recommend the use of didactic games, problem-based learning, modular learning technologies to activate language learners in the learning process and motivate them to communicate in a foreign language. [7]

Didactic games help cadets to remove psychological barriers to speaking in a foreign language, while problem-based learning in turn stimulates creativity in cadets. They are free to express their views on how to solve problems in different situations, because their opinions are not criticized. This encourages cadets to become verbally active.

An example of a role-playing game is an "interview" game. According to this game, one of the cadets, as a military person giving a press briefing, hears or receives instructions on a certain topic from another cadet or group from the person who gives briefing. This will definitely help them to develop communication competence. If the briefing material was based on the information used by the foreign language representative, this would be appropriate, as it would help to overcome some of the barriers we may encounter in intercultural communication.

These are mainly official information, so the following should be considered: providing information; description; to report; information retrieval; to explain or comment on something, an event; thanks and so on.

These are the starting points for providing information and are selected based on the purpose and objectives of the briefing. Also, the person giving the briefing should first determine the content of the briefing, select the appropriate grammatical structures and lexical units, and know the rules for writing it according to the type of briefing. The rules of the briefing include the procedure, the form of the appeal, the terms used in the



introduction of the briefing, the main and final parts. The teacher can use ready-made materials to teach them.

In order to develop the communication skills of cadets, it is also advisable to give them assignments to perform outside the classroom, in the barracks, so that speech is an integral part of their daily lives, but cadets have a strong motivation to perform such tasks voluntarily. As a motivating factor, they can also be encouraged to create an English-speaking environment in the barracks, as this is an individual level of knowledge of each cadet, freedom of communication, access to various additional sources (textbooks, manuals, dictionaries, various films). reading, listening to music, sharing movies they have seen, etc.). They read and search for the word in the dictionary according their wishes.

Conversations can be organized on a variety of topics: everyday events; internal experiences; incidents during patrols; language learning processes; likes and dislikes of the current day and so on.

Seeing events related to a sport and many other similar things they want (with a commentary in English or with a subtitle of the film) is one of the important factors in developing communication skills and also helps cadets to develop creative thinking.

When using problem-based learning technology, cadets verbally express their views on the problem posed by the teacher and try to prove it. This can be done individually or in groups. Then each group leader makes a presentation of the solution to the problem they have proposed, and together they try to find the best solution to the problem.

The ability of cadets of military educational institutions to communicate in English language teaching, their ability to express information orally or in writing communication in their specialty, the ability to prepare written or oral information, and they can exchange information with foreign colleagues, organize dialogue in international military cooperation, participate in briefings, prepare reports on their field.

In short, not only higher education but also military education is leading the way in training specialists for all sectors of the country. For this reason, the formation of communicative competence of military cadets is also an important requirement for the training of modern specialists.

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