

BASICS OF TEACHING FOREIGN LANGUAGES THROUGH INTERCULTURAL COMMUNICATION COMPETENCE IN MILITARY EDUCATIONAL INSTITUTIONS

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ABSTRACT

The article highlights the peculiarities of teaching foreign languages in military education today and how to organize foreign language classes based on intercultural communication.

Keywords: Competence, linguistic competence, intercultural communication competence, learning foreign languages, military.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The modern pedagogical practice is aimed at developing the learner's internal motivation of the learning language process as well as the cadet's independent, initiative and motivated vision.

In the process of learning foreign languages, teachers should use all their resources to create the best opportunities for language development, including emotional, creative, social, cognitive and linguistic measurements of cadet's overall development. Intercultural communication competence is also one of the main support competence. A cadet who is interested in intercultural communication will later become a person who is capable of intercultural communication, which is also the recognized goal of today's foreign language activities. The cognitive competence of the cadet is not measured by the language competences of the native speakers, but rather by the ability of the cadets to cope with the multifaceted tasks of intercultural communication. The cadets should be encouraged to develop a culture of openness and tolerance that is unique to a person who is capable of intercultural communication, and should offer topics that can enhance these qualities in their foreign language classes. Cadets have been introduced the foreign language at school or college, but their familiarity with the military terms at a military institute can arouse their interest in languages, develop a passion for language and encourage them to speak other foreign language, to able to freely communicate with military personnel of foreign states, or to be able to express their views.

We believe that when learning foreign languages, especially when learning military terms, there is a need to focus on developing language competencies on the one hand, and for developing general intercultural communication and learning strategies.

The development of intercultural communication competence in cadets' learning of foreign languages involves the educational, social and political aspects and cultural relations with other countries as well as the communicative aspects of mutual understanding through foreign languages. Even with them, the content and learning activities selected for a particular purpose may stimulate their interest in intercultural issues, such as:

- country-based educational content (such as holidays and customs)

- through comparative materials on “other” culture and their own culture; they enhance cadets' perceptions (for example, topics from the everyday military life, culture and art).
- material that develops a sense of empathy for people of other cultures
- life events (role-playing games). They are trained to behave in a intercultural context.[1]

The cadets learn a different culture by visualizing images in a foreign language through images, texts, audio and video recordings or virtual capabilities.[2] In the process of adopting information about a different culture, it is important to receive information that is familiar to each other as the purpose of education is to communicate new knowledge and impressions with background knowledge is to grow knowledge through bound learning.

Content and methods should be chosen in such a way that the cadet should retain and enhance their natural interest in learning new things and develop their own and other people's perceptions in the learning process.

Training materials should be selected in such a way that cadets should be able to:

- discover new things in unfamiliar things, and unfamiliar ones in familiar;
- recognize something else's;
- learn how to manage the unreliable and fear that comes with meeting other cultures.[3]

We can determine the language competencies that cadets should have at this age, based on state educational standards at either b1, but if we compare it with other students of higher education, it makes sense. It is difficult to understand, because the cadets in the same group have different levels of knowledge, which of course gives the teacher a little bit of perfection. We can also say that their capabilities are somewhat more limited than those of other educational institutions. What this means is that they need to revise and multiply their curriculum hours and create appropriate textbooks. The cadets should focus on improving the opportunities that are more limited than other students.

However, with the exception of the fact that they are capable of mastering a foreign language under certain conditions. It is important to remember that language learning competencies vary with each cadet in each area of language skills. This should be their main focus in learning a foreign language that is, during the lessons, especially it should be belongs to the listening and speaking parts of the lesson. They should have the same receptive skills as listening, listening and understanding as well as general understanding. In the rest of it, more productive and interactive strategies, skills and interactions (speaking, writing, oral communication) are included.

- Despite the fact that the cadet is beginning to learn a foreign language at a young age, every cadet should be given time to receive the language impulse that is, he should not be forced to speak or correct his mistakes.
- The cognitive skills of the cadet should be developed purposefully and regularly, especially by listening to original material.
- Writing in foreign language has been taught since school, but for some cadets this may not be as well developed, especially when military terms can be unknown to them, so this process must be done with caution.
- The knowledge provided for the development of foreign language competencies should be focused on the content, language and methodology of their communication needs.

Thus, in the process of acquiring, mastering and learning a foreign language, a person will be able to enter a different national culture and have the opportunity to absorb the rich spiritual values stored in the language they are learning. As they learn English, cadets will have the opportunity to gain a closer look at British and American national culture, history, and military activities.[4] Consequently, the need for a comprehensive study and application of

sociocultural phenomena is one of the most important practical aspects of language education today. In the study of foreign languages, cadets must have a sense of responsibility, high morals and chastity, love and devotion to the motherland, respect for national heritage. In any communication with foreigners, our specialists must present themselves as citizens of the Republic of Uzbekistan. For this purpose, they should be well acquainted with the political system, internal and foreign policy of the republic as well as culture and traditions and be able to speak about it to a foreign colleagues in a foreign language.

Therefore, the purposes of teaching foreign languages in military are:

- knowledge of socio-economic, internal and political issues in their country;
- in a foreign language its culture, values, customs, etc. be able to freely provide information;
- knowledge of the socio-cultural background of the country where the language is being studied; development of social and cultural competence of cadets and formation of skills of their use in professional activity.

The development of intercultural communication competencies through multimedia means that cadets are willing and able to collaborate in a multicultural world. Studying the culture of English-speaking countries and countries of origin is important for the development of intercultural communication competencies. In this regard, the linguistics presentation block focuses on the selection of information in the form of text and illustrations, the consistency of its presentation, and the aesthetic design of the material.

This material helps the cadets not only to have a visual understanding of the events and people of different times in the historical development of the United States and the UK, to understand the culture of these countries, but also to reflect on the social and cultural environment allows you to click.

In our view, the introduction of multimedia learning into some of the English language learning topics is an effective tool for learning foreign languages at the local level, and developing the skills and competencies to work with it. This is an important skill for cadets in future.

Most foreign-language learners need to speak English with a full range of contacts. Therefore, intercultural communication competencies have become more and more important in teaching English. We know that there is a strong link between linguistic competence and intercultural communication competence, and we will try to discuss how the cadets learn foreign languages during the course of the session. In the following, we will examine how to enhance the competence of cadets in intercultural communication when teaching English.

Currently, communicating and interacting with people from different cultures is an important way to learn more about people of different nationalities and their way of life, including values, history, customs and even their which also includes the content. Therefore, one of the main objectives of teaching foreign languages should be to develop cognitive competence of cadets, which includes not only linguistic competence but also intercultural competence that can facilitate and easiness in cross-cultural communication. That is, knowledge in intercultural communication can help to resolve communication issues before they are raised. Developed by other cultures provides a solid understanding of the modern world and its interactions with people who are very different from us. It helps us to understand and engage with people of different cultures, with their beliefs, values, traditions and lifestyles, while at the same time increasing our competence and preventing international conflicts.

There are several peculiarities of teaching a foreign language to enhance the cadets' intercultural communication competence. By analyzing the interrelationship between the above linguistic and intercultural competence, we should improve not only the linguistic competence of cadets but also the teaching of foreign languages and cultures as a foreign language teacher. In addition, they play a unique role in developing the cadets' linguistic skills and in extending their thinking, in enabling foreign cultural backgrounds and improving the competence of cadets in intercultural communication.

One of the important ways to enhance the competence of cadets in intercultural communication is to teach foreign languages.[5] Of course, this does not have to be done only by communicating with a language representative, but first of all, it is necessary to arrange a course for cadets in the process of teaching a foreign language using audio or video recordings written by a foreign language representative. It is even more appropriate if it reflects on the military, as well as the history, culture, customs and traditions of nationalities, because the cultures in foreign-speaking countries teach cadets in foreign languages so that the cadets are introduced through their linguistic materials and the forms of communication of foreign-speaking countries.

The process of teaching and learning foreign languages is to some extent a process of intercultural communication between cadets' first (native) language and their second (foreign) language. During the process, foreign language teachers and cadets will negotiate to determine or restore cultural identity between their own languages and those of foreign languages. It offers unique and significant changes in the intercultural interaction of cadets in the teaching of foreign languages, and allows their personal development (growth) to become intercultural.

In general, teaching foreign languages is the most effective way for cadets to develop intercultural communication competence. In particular, English has become an international language and is widely used for intercultural communication around the world. From the foregoing, we can say that foreign language learning has been recognized as an important task and plays an important role in the development of intercultural communication competences of cadets.

We recommend that you consider several suggestions for developing cadets' intercultural communication competence through learning a foreign language.

We propose that there should be a revision and modification of certain foreign language syllabuses at various military educational institutions in our country, and also with regard to use the more suitable materials for their lessons in order that the cadets not only learn English but also acquire the basic knowledge and skills required for intercultural communication. We think English is now seen as a means of international language, intercultural communication for international relations, business and other fields. That is to say, English teachers should focus more on developing new English learning objectives, their knowledge through new curriculums and the development of cadets' intercultural communication competencies for different environments of globalization in the future.

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