

PRINCIPLES OF DEVELOPMENT OF CADETS' INTERCULTURAL COMMUNICATION COMPETENCE THROUGH ENGLISH LANGUAGE TEACHING

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Annotation: *The article highlights the problems of teaching foreign languages and intercultural communication competence in military education nowadays and the ways of solving of this problem.*

Key words: *competence, linguistic competence, intercultural communication competence, learning foreign languages, military education, military terms.*

Intercultural communication is carried out in conditions of significant cultural differences in the communicative potential of the participants of the interaction, which have a significant impact on the success or failure of the communicative event [1]. After all, the success of negotiations sometimes depends on how deeply the partners know each other's national characteristics, customs and business practices, which is clearly manifested in the process of communication. Here, communicative competence is understood as information about the symbolic systems used in the means of communication and the rules of their operation, as well as the principles of mutual relations of communication.

Intercultural communication is characterized by the fact that its participants in direct contact use special language options that differ from those used to communicate within the same culture. Also, communicative competence arises from the unique personal experience of each person, which means that the process of exchanging messages constantly renews spirituality, because cultures are not the same even among people who speak the same language and grow up with the same language. When there are different cultures and different languages, communication becomes very complicated, sometimes leading to not fully understanding some ironies.[2]

Communication allows participants to express some external information about their internal state as well as their status roles in relation to each other. In the 1970s, the term "intercultural communication" in the narrow sense appeared in the literature. By this time, a scientific direction was formed, the main part of which was the study of communication problems and their consequences in the context of intercultural communication. By 1972, a scientific direction was formed. Later, the expansion of the concept of intercultural communication was observed in areas such as translation theory, teaching foreign languages, and comparative cultural studies [3]. Today, research in the field of intercultural communication focuses on

the behavior of people who encounter cultural differences in language performance and the consequences of these differences. The main task of teaching foreign languages is to learn the languages of the world and the culture of the people who know these languages as a means of communication between people of different cultures.

The maximum development of communicative competence is the main and prospective task facing foreign language teachers. To solve this, it is necessary to explore new teaching methods aimed at language development and new educational materials that can teach trainees to communicate effectively. In such a case, it would certainly be a mistake to abandon the old ways. It is necessary to carefully select all the things that are experimented in the teaching practice and that are important in both the 2 professional settings that we need.

From this point of view, it was necessary to fundamentally change the point of view on teaching foreign languages, taking into account that more attention should be paid to linguistics and intercultural communication. The main task of teaching foreign languages in modern Uzbek is to teach the functional aspects of the foreign language and its effective use in practice.

Solving this pragmatic task can be done only under one condition, if a clear fundamental theoretical base is created. First of all, to create: 1) applying the results of theoretical work on philology to the practice of teaching foreign languages; 2) study and generalization of extensive practical experience by teachers of foreign languages. Modern cultural relations have led to a complete change in the methodology of teaching foreign languages.[4] Currently, teachers teach cadets to use linguistic materials in reserve, and foreign language teaching in higher education is implemented as a means of daily communication with carriers of another culture.

The task of having a higher education is to have a basic education in one's profession not only in a narrow specialty, but also in a broad sense, for example, learning a foreign language without matching the chosen profession, that is, having a military specialty in order to become, in addition to learning English or other foreign languages, first of all, cooperation with experts who know another foreign language will give a good result.

Nowadays, teaching a foreign language on the basis of higher education is defined as a means of daily communication with representatives of another culture. For this we need to know this culture, its foundations and characteristics. Today, our planet is not as big for us as it was 100 years ago. There are almost no unexplored places and unknown peoples. With the help of modern technologies, you can visit another corner of the world (via TV), communicate with your colleague, solve any business issue in another part of the world (using a webcam and the Internet) without leaving your home. Recently, when access to other countries appeared, when the Internet began to take more place in our lives, the

problem of intercultural communication arose very seriously, and cultural studies became urgently necessary in the process of teaching foreign languages.

Learning a foreign language is a great way to get acquainted with the culture of another nation and to cultivate respect and love for it. The main elements of foreign culture are: customs with national traditions; - traditionally - home culture; - daily activities; - national paintings of the world that reflect the feelings of the environment; - artistic culture, which also applies to the elements of ethnography and ethnology.[5] Teaching English based on military terms in military establishments have their own characteristics and practical purposes. We must not forget that we are training people of various professions in the military field, in addition to their professional knowledge, they should have common culture, tolerance, and cultural knowledge of different peoples in order to become perfect people in every way.

Since language and culture are related to each other, language cannot be separated from the culture of a country. Language most clearly reflects people's mentality, especially their culture[6]. There are several ways to teach language and culture at the same time. And we want to share simple changes in this field with our colleagues. 1. Role playing. The cadets get into the position of military representatives of different nations and act while preserving the characteristics of their culture and language, that is, they perform scenes on this theme in a very popular way. This form of theatrical presentation requires the maximum immersion of the actors in the language of the role, and therefore requires serious preparation, the search for books and media. Among our cadets, the limitations of these opportunities: great specialty bookstores, movies, television programs, talk shows, the Internet, the inability to make personal contacts (clubs, bars, etc.) at any time with speakers of a particular culture and language can be a bit of a challenge. This does not mean that the door of opportunities is closed, because a qualified pedagogue should try to use the opportunities available to them. For example, the teacher presents a short film or an audio recording on a topic to the cadets and divides the group into small groups and assigns the cadets the task of acting out a similar event that happened in their own life. It will give a better result if the story covers the problem encountered in the conversation with a foreigner. This also helps cadets to avoid problems that they may face in intercultural communication. From role-playing games to exercises dedicated to the peculiarities of conducting military negotiations in different countries, the role of the manager in the military system, centralization and decentralization of the military system, strategic planning of various events in large and small countries we use. 2. Preparing personal messages containing interesting facts about the subject of the lesson. For example, we can get higher military education in one of the USA or England, characteristics of European and Asian national dishes, characteristics of military negotiations in different countries, etc. Cadets choose a country and prepare a ten-minute presentation on the topic. The rest of the group is carefully reminded to be ready to

discuss the presentation. At the end of the lesson, the cadets will develop the system of higher military education in our country, based on the experience and achievements of other countries. The work of each cadet is evaluated separately. 3. Group messages or conversations comparing and analyzing the cultural characteristics of different countries in a certain sphere of life (in accordance with the subject of the lesson). Two, three, four (but not many) cadets in the barracks, for example, prepare information about the characteristics of the national dishes of a country. Information should be relevant, interesting, colorful, presented in front of the group. Students use computers and various tools to demonstrate: video clips, pictures, folklore elements. These will be more interesting and appropriate if they are done realistically, that is, if unusual descriptions of folk clothes, items and even national dishes are carried out. 4. Illumination of the topic through colorful presentations. Since the majority of work communication is currently done in the form of various presentations, our goal is to teach trainees to use these types of work properly. Answering any public work (standing in place during the lesson or going up to the blackboard, greeting around the table, anecdotes (jokes) among friends, etc.) is also a small theater performance with its own rules. They may be common to everyone, but they have specific characteristics in different countries and cultures. Body balance, speed of speech, and ways of engaging and holding an audience that express language are different in, for example, the United States, England, or other English-speaking countries. 5. Game: "Tour of duty. Preparing officers for a tour of duty to different countries." This game is given to each cadet individually as homework. Topics are distributed to cadets, each cadet speaks about the selected country and answers questions from the audience. The main task of the "informant cadet" is to convey the most necessary information that will help the future "tourists" to adapt from the first days in the country. It should be relevant to all aspects of the country's life, interesting and useful. 6. General discussion of the country's cultural characteristics based on personal experience of cadets, knowledge obtained from mass media, books and magazines. Cadets sit in a circle and exchange information. The teacher offers information about the country for discussion, and the trainees should exchange ideas to get the most accurate and correct information about the country. This type of work is used at the end of the module or when the trainees have the opportunity to see the country from different perspectives, a lot of information is collected during the year, they get to know the way of life of the population and defend it and they can form their opinions at the end of the discussion. 7. An essay on the topic written at home. We will work as quickly as possible to complete this work, so that the trainees do not forget the grammar, the features of writing, and the information is presented in a detailed and systematic way. In the process of conducting the above class work in the classroom and at home, the cadets should actively use the English language. And, of course, they need to get acquainted with many realities that are characteristic of the countries that are faced with disputes. It increases the vocabulary of cadets,

develops them, expands the range of interests, helps to better know the life of their peers, their problems and life in other countries. Most importantly, it helps the cadets to understand how their peers live and that the differences between "them" and "us" are not so great. This allows cadets to understand their place in different cultures.

In conclusion, we can say that it is hoped that in foreign language classes, to go deeper in order to understand and learn other cultures, to provide knowledge to the cadets closely connected with our great Uzbek culture, will greatly help them in their future military tours to foreign countries. This world is distinguished by the diversity of its beauty, nature and cultural past, present and future of its people. If we admire the culture of other nations, we are especially proud to realize the place of the great Uzbek culture, which is close and obvious to us. We are trying to share this feeling with our cadets, to deeply develop their love for our country and show great respect for other countries and peoples.

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