IMPROVING INTERCULTURAL COMMUNICATIVE COMPETENCE THROUGH ADAPTIVE METHODS IN TEACHING ENGLISH FOR CADETS

Murakayeva Shakhnoza Khayrullayevna
University of Public Safety of the Republic of Uzbekistan
*ESL Teacher of the department Learning languages*

Abstract: In an increasingly globalized world, intercultural communicative competence (ICC) is essential for military cadets who must engage with diverse cultures during international operations. This article explores the implementation of adaptive methods in teaching English to cadets, focusing on enhancing their ICC. We examine the unique challenges faced by cadets in acquiring English language skills and propose adaptive strategies that cater to their specific needs, ultimately fostering more effective intercultural communication.

Introduction: The ability to communicate effectively across cultures is crucial for military personnel, particularly in peacekeeping missions and multinational operations. Intercultural communicative competence involves not only language skills but also an understanding of cultural nuances and the ability to navigate different social contexts. This article discusses how adaptive teaching methods can improve ICC among cadets in English language training programs.

Theoretical Framework of Intercultural Communicative Competence: ICC encompasses several components, including: Linguistic Competence: Proficiency in the target language; Sociolinguistic Competence: Understanding social context and appropriateness; Discourse Competence: Ability to produce coherent and cohesive language; Strategic Competence: Employing strategies to overcome communication difficulties. Adaptive methods involve tailoring instruction to meet the diverse needs of learners. This includes: personalized learning: Adjusting content and pace based on individual proficiency levels; technology Integration: Utilizing digital tools to facilitate interactive learning experiences; formative assessment: Continuously assessing learners' progress to inform instructional adjustments.

Figure 1
Specific challenges of cadets in developing
Intercultural Communicative Competence (ICC)
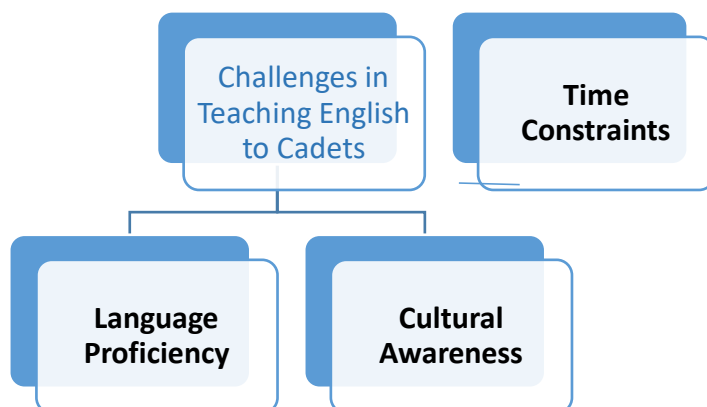
Military cadets often encounter specific challenges in developing ICC:

1.   **Cultural Awareness**: Limited exposure to diverse cultures can hinder understanding.

2.   **Language Proficiency**: Varying levels of English proficiency among cadets.

3.   **Time Constraints**: Rigid training schedules that limit language learning opportunities.

Implementing of Adaptive Methods: Curriculum Development

To effectively enhance ICC, the curriculum should include:

• **Cultural Contextualization**: Integrating cultural content relevant to military operations in English language lessons.

• **Scenario-Based Learning**: Utilizing role-playing and simulations to practice real-life communication in intercultural contexts.

• **Collaborative Projects**: Encouraging teamwork among cadets from diverse backgrounds to enhance cultural exchange.

Teaching Strategies

1.   **Differentiated Instruction**: Tailoring lessons to accommodate different learning styles and proficiency levels.

2.   **Multimedia Resources**: Using videos, podcasts, and online forums to expose cadets to various accents and cultural perspectives.

3.   **Reflective Practices**: Incorporating reflective journaling and discussions to encourage self-assessment and awareness of cultural biases.

Assessment Approaches

• **Peer Assessments**: Facilitating feedback among peers to enhance collaborative learning.

• **Cultural Simulations**: Assessing cadets' ability to navigate intercultural scenarios through practical exercises.

Example 1: Analysis of the STONAC Program for Military English Language Teaching the STONAC program (Situational Training with Open-Ended Needs Assessment and Communication) is a specialized teaching methodology designed for military personnel learning English. This program aims to enhance communicative competence through context-specific training, focusing on the real-life needs of military operations. This analysis explores the strengths, weaknesses, and overall effectiveness of the STONAC method in military English language teaching. Key Features of the STONAC Program Situational Training: The STONAC program emphasizes situational context, enabling learners to engage in realistic scenarios they may encounter during military operations. This includes role-playing exercises, simulations, and case studies relevant to military communication. Open-Ended Needs Assessment: The program begins with a thorough needs assessment to identify the specific linguistic and communicative requirements of participants. This tailored approach ensures that the training is relevant and applicable to their roles; Focus on Communication Skills: The primary objective of the STONAC program is to improve communicative competence. It prioritizes speaking and listening skills, as these are crucial for effective interaction in high-pressure environments. Interdisciplinary Approach: The curriculum integrates language training with military protocols,

allowing cadets to learn English within the context of their operational duties. This interdisciplinary method enhances understanding and retention. Strengths of the STONAC Program: Relevance to Military Context: By focusing on real-world situations, the STONAC program increases the relevance of language training. This can enhance motivation among cadets, as they see the direct applicability of their learning; Enhanced Engagement: The use of interactive and situational exercises fosters greater engagement among learners. This participatory approach can lead to improved retention and practical application of language skills; Personalized Learning: The open-ended needs assessment allows for personalized learning paths. Cadets can focus on specific areas where they require improvement, making the training more effective; Collaboration and Teamwork: Many activities in the STONAC program promote collaboration, helping cadets develop teamwork skills alongside language proficiency. This is essential for effective military operations. Weaknesses of the STONAC Program: Resource Intensive: The implementation of situational training and needs assessments can require significant resources, including time, trained personnel, and materials; Variability in Effectiveness: The success of the program may depend on the instructors' expertise and their ability to create realistic scenarios. Inconsistencies in delivery can affect learning outcomes; Limited Focus on Grammar: While the emphasis on communication skills is beneficial, there may be a risk of under-emphasizing grammatical accuracy, which is also important for clear communication; Potential for Stress: The high-pressure scenarios used in situational training may cause anxiety for some learners, potentially hindering their performance.

Example 2: International Military Academy An international military academy implemented adaptive methods in its English language program. By focusing on scenario-based learning and collaborative projects, cadets demonstrated improved ICC, leading to more effective communication during joint exercises.

Conclusion: The STONAC program offers a robust framework for teaching English to military personnel by integrating situational training, needs assessments, and a focus on communication skills. Its strengths in relevance, engagement, and personalized learning make it a valuable approach in military language education. However, careful consideration of its resource demands and the variability in delivery is necessary for optimal effectiveness. Overall, the STONAC program can significantly enhance the English language proficiency of military cadets, preparing them for effective communication in diverse operational contexts. Adaptive methods in teaching English can significantly improve intercultural communicative competence among military cadets. By personalizing instruction, integrating cultural content, and utilizing diverse assessment strategies, educators can better prepare cadets for the complexities of international military operations. This approach not only enhances language skills but also fosters a deeper understanding of cultural dynamics, ultimately contributing to successful intercultural interactions.

References:

1. Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*. Multilingual Matters.

2. Alharbi, M. (2020). Adaptive Learning in Language Education: A Review. Journal of Language and Linguistic Studies, 16(2), 124-135.

3. Dörnyei, Z., & Ushioda, E. (2011). Motivation, Language Identity and the L2 Self. Multilingual Matters.

4. Иканова, Л. (2024). ПРИОРИТЕТ ОРГАНИЗАЦИИ ОБРАЗОВАНИЯ ОСУЖДЕННЫХ.

5. Ikanova, L. S. (2024). JAZONI IJRO ETUVCHI MUASSASSALARDA, TA'LIMNI TASHKIL QILISH TAJRIBALARI (AQSH MISOLIDA): Yangi O'zbekiston taraqqiyotida tadqiqotlarni o'rni va rivojlanish omillari. *Yangi O'zbekiston taraqqiyotida tadqiqotlarni o'rni va rivojlanish omillari*, 7(3), 26-31.

6. Lazokat, I. (2024). SOBIQ SUDLANGAN SHAHSLARGA INGLIZ TILINI O'QITISH: JAHON TAJRIBALARI. *World Scientific Research Journal*, *32*(1), 214-216.

7. Lazokat, I. (2024). SUDLANGANLARNI CHET TILIGA O 'QITISH BO 'YICHA XORIJ TAJRIBASI (GERMANIYA VA AQSH MISOLIDA). *ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ*, *54*(2), 65-69.

8. Ikanova, L. S. (2024). JAZONI IJRO ETUVCHI MUASSASSALARDA, TA'LIMNI TASHKIL QILISH TAJRIBALARI (AQSH MISOLIDA): Yangi O'zbekiston taraqqiyotida tadqiqotlarni o'rni va rivojlanish omillari. *Yangi O'zbekiston taraqqiyotida tadqiqotlarni o'rni va rivojlanish omillari*, 7(3), 26-31.

9. Khayrullaevna, S. M., Sadikovna, M. F., Setiaevna, R. I., & Akmalovna, F. R. (2020). Efficacy of using distance learning in teaching process. *European Journal of Molecular and Clinical Medicine*, *7*(2), 797-801.

10. Murakayeva, S. K. (2023). The Author's Interactive Methods for the Military Lawyers:"Digital Case Study" Video Lessons,"Digital Storytelling and Startup Lessons","The New Creative Matrix Workshop" and Procedural Lessons With "Legal Discussions". *Journal of Higher Education Theory and Practice*, *23*(4).

11. Murakayeva, S. K. (2023, February). INNOVATIONS THAT HAVE CHANGED ENGLISH LANGUAGE TEACHING AND INTERACTIVE SPEAKING SKILLS BY SHAKHNOZA MURAKAYEVA. In *International journal of conference series on education and social sciences (Online)* (Vol. 3, No. 1.2).

12. Murakayev, I. I., & Murakayeva, S. K. (2022, November). CREATING OF THE NEW TECHNICAL EDUCATION SYSTEM IN MILITARY ORGANIZATIONS: COMPUTER-AIDED LEARNING AS VIRTUAL TARGET SHOOTING AND TACTICS TRAININGS, VIRTUAL HAND-TOHAND COMBAT AND DIGITAL ACCELERATED MOVEMENT. In *International journal of conference series on education and social sciences (Online)* (Vol. 2, No. 7).

13. Murakayeva, S. X. (2022). INTERACTIVE DEVELOPING OF ORAL SPEECH COMPETENCE IN TEACHING ENGLISH FOR THE MILITARY LAWYERS THROUGH AUTHOR'S INNOVATIVE" DIGITAL CASE STUDY" VIDEO LESSONS. *Herald pedagogiki. Nauka i Praktyka*, *2*(6).

14. Murakayeva, S. K. (2022). INTERACTIVE METHODS OF FOREIGN REPRESENTATIVES.

15. Murakayeva, S., & Murakayev, I. (2022). IMPLEMENTATION OF INTERACTIVE LATEST IT TECHNOLOGIES FOR DISTANCE LEARNING PROJECTS IN TEACHING ENGLISH. *International Journal of World Languages*, *2*(2).

16. Муракаева, Ш. Х. (2022, February). АНГЛИЙСКИЙ ЯЗЫК НА ОСНОВЕ ИНТЕРАКТИВНЫХ МЕТОДОВ ДЛЯ РАЗВИТИЯ УСТНОЙ РЕЧЕВОЙ КОМПЕТЕНЦИИ БУДУЩИХ ВОЕННЫХ ЮРИСТОВ. In *International journal of conference series on education and social sciences (Online)* (Vol. 2, No. 2).

17. Murakayeva, S. K. (2022). REVIEW AND ANALYSIS OF ENGLISH LEARNING EDUCATIONAL PLATFORMS WITH PLAY MECHANICS IN CYBERSPACE. *Herald pedagogiki. Nauka i Praktyka*, 2(3).

18. Murakayeva, S. K. (2022, June). Problems of Development of Speech Competence in Teaching English to Military Audiences. In *International journal of conference series on education and social sciences (Online)* (Vol. 2, No. 5).

19. Murakayeva, S. K., & Murakayev, I. I. (2022, June). THE CONSTITUTION IS THE BASIS OF OUR FREE AND PROSPEROUS LIFE, FURTHER DEVELOPMENT AND PROSPERITY OF THE COUNTRY. In *International journal of conference series on education and social sciences (Online)* (Vol. 2, No. 5).

20. Abdukarimovich, M. T. (2022). The role of repetition as a stylistic tool in political texts. *Zien Journal of Social Sciences and Humanities*, *13*, 64-65.

21. Туйчибаева, Ш. (2020). Проблемы изучения русского языка как иностранного и пути их решения. *Востоковедения*, *2*(2), 120-127.

22. Туйчибаева, Ш. Ш. (2023, February). ПРИМЕНЕНИЕ ИННОВАЦИОННЫХ МЕТОДОВ ПРИ ИЗУЧЕНИИ СЛОЖНЫХ ПРЕДЛОЖЕНИЙ НА ЗАНЯТИЯХ ПО РУССКОМУ ЯЗЫКУ. In *Proceedings of International Educators Conference* (Vol. 2, No. 1, pp. 476-487).

23. Туйчибаева, Ш. Ш. (2022). Development of hearing-performance skills while teaching Russian language. *Издатель «Моя профессиональная карьера*, *5*(24), 965-976.

24. Туйчибаева, Ш. Ш. (2023). Из опыта обучения русскому языку иностранных слушателей. *Oriental renaissance: Innovative, educational, natural and social sciences*, *3*(21), 208-212.

25. Туйчибаева, Ш. (2024). К ВОПРОСУ ОПТИМИЗАЦИИ ПРОЦЕССА ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ. *ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ*, *45*(3), 144-148.

26. Darvishova, G. K. (2023). SHARLOTTA BRONTE IJODIDA AYOLNING IJTIMOIY MAVQEI. Oriental renaissance: Innovative, educational, natural and social sciences, 3(1), 57-67.

27. Kenjabayevna, D. G. (2023). A CREATIVE POWER OF CHARLOTTE BRONTE IN THE VICTORIAN ERA. ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ, 35(8), 117-120.

28. Kenjabayevna, D. G. (2023). THE CONSTITUTION IS MY PRIDE. TADQIQOTLAR, 28(4), 89-91.

29. Kenjabayevna, D. G. (2023). DESCRIPTION OF FEMALE CHARACTERS IN CHARLOTTE BRONTE'S LITERARY STYLE. Лучшие интеллектуальные исследования, 10(4), 126-129.

30. Iskandarovna, K. G., & Kenjabayevna, D. G. (2020). The means of image" woman" in the literary world of charlotte bronte. Journal of Critical Reviews, 7(12), 136-139.