



COMPETENCE BUSINESS ENGLISH OF STUDENTS MILITARY EDUCATION

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ABSTRACT

This article analyzes the experience of teaching a foreign language in the field of “Combined Army Faculty” taking into account the specifics of the process of training specialists in Combined Army, to form a communicative competence that allows graduates to act in the field of Army, professional communication effectively is crucial.

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INTRODUCTION.

Communication skills such as public speaking, networking, listening, writing, negotiating are especially crucial in the workplace if you want to move up your career ladder as fast as possible. The peculiarity of mastering business communication skills in non-linguistic Universities is to focus on acquiring professionally relevant language material. Formation of communicative competence of non-linguistic students involves preparation for intercultural business communication in the professional sphere, which, consequently, highlights the expediency of updating the interdisciplinary cross-curricular links of the foreign language and professional cycle courses. Interdisciplinary foreign language teaching in non-linguistic Universities should go hand in hand with the principle of integration, which is defined as a basic one in ESP program and built on an assessment of purposes, needs and functions for which English is required. ESP concentrates more on language in context than on teaching grammar and language structures [1]. The course is based on the CLIL (Content and Language Integrated Learning) methodology. When designing the course, the teacher should take into account such factors as the age of cadets, their social and linguistic environment, and the degree of familiarity with the study of subjects in a foreign language. Conducting classes in the CLIL format implies increased requirements for a Business English teacher, who will have to be ready to involve colleagues from other subject departments in the preparation and conduct of classes. [2]

Nowadays, learning practices change, new resources appear. Mobile learning (*learning*) can be an answer to the challenge of a modern world. In *learning*, the focus is on a variety of problems, from how cadet's access to content to how the idea of content is defined. When developing the course of Business English, one of the essential pedagogical tasks was the formation of cadet's ability to further independent study of a foreign languages and business culture, including the use of modern information technologies. We hope that this study will be useful both for researchers and practitioners designing an academic course, "Praxis English" for cadets studying Combined Arms and Troops Command direction. [3]

This article analyzes the experience of teaching a foreign language in the field of "Combined Arms Faculty" taking into account the specifics of the process of training, to form a communicative competence that allows graduates to act in the field of open professional communication effectively is crucial. At the same time, we are talking about the development of communicative competence as a complex concept, which is the first condition for professionally oriented communication. Foreign language training in the field of "Combined Army Faculty and Troops Command direction " is conducted for four years of practice. The course "Praxis English" is the second step in the study of a foreign language in the field of «Combined Army Faculty" in The Academy of the Armed Forces is the state higher military educational institution, after studying the four-year basic course "English language." The study of a professional foreign language, first of all, is aimed at the formation

of future specialists in the importance and establishment of the academy; [4]

- the main mission of the academy;
- the main faculties of the academy;
- the mission of the Combined Arms Faculty;
- the mission of the Command Staff Faculty;
- the mission of the advanced courses;
- the mission of the Military Art Department;
- the mission of the Troops Command and Day-to-Day Activity Department;
- the mission of the Combat and Operational Support Department;
- the mission of the Combat Service Support Department;
- the mission of the Foreign Armies' Experience Department;

This competency in the field of a foreign language, necessary for the implementation of professional activities. Another important goal is the formation of the need to use a foreign language as a resource for the comprehensive development of the individual, as a means of communication, knowledge, and self-realization in intercultural communication. [5]. The objectives of the discipline include the formation of cadet's reading strategies of English texts of professional subjects with elements of critical thinking, as well as the establishment of skills in project activities that require the use of foreign language sources of information. An important aspect is the development of English-language specialized vocabulary, providing access to sources, and allowing carrying out professional communication in the field of military branch. The course offers the consistent formation of English language proficiency in all types of speech activities. In this regard, each topic/section logically completes business role play or case studies. Also, the course is based on the CLIL methodology. [6]

THEORY.

The course is based on the CLIL methodology. This methodology was conducted for cultural and language adaptation in the works of David Marsh, David Coyle and other researchers. CLIL is a teaching method that activates cadets and integrates language. There are the following elements of the CLIL methodology: content, communication, cognition, and culture. As for the content it is necessary to stimulate the development of knowledge and skills in the subject. In communication, it is essential to teach cadets to use the means of a foreign language to gain an understanding of the issue. In cognition (mental abilities), it is necessary to develop the mental skills of cadets to understand the language and the subject better. Achieving this goal will help tasks to be analytical or critical reading and writing, the task of delineating the central, matching, guessing, finding relationships, etc. As for culture (cultural knowledge) understanding the characteristics, similarities, and differences of individual cultures will help cadets to socialize more effectively in today's multicultural space, to understand their own culture better and to stimulate its preservation and development. [7] When designing a course, the teacher should take into account such factors as the age of cadets, their social and linguistic environment, and the degree of familiarity

with the study of subjects in a foreign language.

On the one hand, conducting classes in the CLIL format implies increased requirements for a Business English teacher, who will have to be ready to involve colleagues from other subject departments in the preparation and conduct of classes. On the other hand, cadets note that classes in Business English are often much more interesting than lessons in other subjects, as teachers use a variety of forms of presentation, organization of work, focus on individual and creative activities of cadets. [8] This means that the study of basic subjects will be much more exciting and useful for cadets if it takes place within the framework of the activity and communicative approach peculiar to Business English classes. Special requirements apply to the selection of educational material and the development of tasks for it. Thus, the following tasks are set for the teacher [9]

1. Content on the subject should be selected at a level of difficulty just below the current level of knowledge of cadets in this subject in their native language. Texts should be carefully selected and provided with a sufficient number of tasks for understanding and mastering the learning material.

2. Tasks on text processing should be built with an emphasis on the subject content, involve cadets in the process of understanding, checking, discussing the main idea of the text.

3. Tasks should show the features of linguistic forms, to work out the ability to create, use different types of testing and evaluation (including mutual control).
4. Tasks should stimulate the independent and creative activity of cadets, communicative tasks for oral and written communication in a foreign language.
5. Cadets should be familiarized with cognitive strategies to address language, content, and communication complexities.

With proper consideration of all the above factors, the course, based on the CLIL methodology, will solve the following training goals and objectives:

1. Increase cadets' motivation to learn a foreign language;
2. To teach cadets to consciously and freely use a foreign language to solve everyday problems of communication;
3. Develop cadet's knowledge and understanding of other cultures;
4. Prepare cadets for opportunities to continue their education and work in a global context;

5. Develop linguistic and communicative competencies through the use of a foreign language in its natural and modern form. The variety and variability of teaching methods, the widespread use of authentic audio-video materials, allows cadets to form the ability to use English in the main communicative situations of professional communication. Cadets are taught to know the basics of presentations in English, to read English texts, both on a wide and narrow profile of the specialty. A large amount of training time is devoted to the formation of skills of writing documents in English, such as letter, press releases, resumes, different types of documents, backgrounds, company profiles, relationship letters, emails, etc. Also, it's important to mention that nowadays, as learning practices and technology

tools change, new resources appear. Mobile learning or learning is an answer to the challenge of a modern world [10]. In learning, the focus is on a variety of problems, from how learners access content to how the idea of content is defined. Modern technology like tablets PCs, apps eases the shift to mobile learning. Educators are actively searching for ways to prepare cadets for the future, and the educational system has been evolving faster than ever before. Various studies have shown us that rote memorization is not an effective learning strategy and that teacher-centered classrooms (versus cadet-centered classrooms) may not be the most efficiently structured ones for cadet engagement. The days of lecturing teachers have passed – though not entirely. The primary source of knowledge in the classroom should not be the teacher only. Education is no longer about listening to the teacher talk and absorbing the information. To contribute to society, cadets will need to be able to acquire new information as problems arise. Then, they will need to connect the latest information with the knowledge they already have and apply it to solving the issue at hand. So, Business English teachers should design mobile lessons for small-time tasks that cadets can access at any time, and from anywhere. Mobile Business English lessons should range from five to ten minutes in length and not more than fifteen minutes. For learning purposes, a teacher needs to focus on thinking about the “want to know” and “want to do” behaviors they have throughout every day. Mobile learning enables to capture feedback; as mobile devices give a teacher access to the “always-on” connection to the cadet. Through this connection, a teacher sends out quick messages and notification about new additions to mobile learning materials and segments. This link can also provide reminders to the learner regarding unfinished learning modules. Researches pay attention that among the most powerful principles of mobile learning is asynchronous access. “This unbolts an educational environment from a school and allows it to move anywhere, anytime in pursuit of truly entrepreneurial learning. It also enables a learning experience that is increasingly personalized: just in time, just enough, just for me” [10]

RESULTS.

Also, cadets plan topic, sequence, audience, and application via facilitation of teachers who now act as experts of resource and assessment. With mobility comes diversity. As learning environments change constantly, that fluidity becomes a norm that provides a stream of new ideas, unexpected challenges, and endless opportunities for revision and application of thinking [5]. It’s crucial that mobile learning represents a blending of personal communication and digital interaction, cognitive reflection, and natural interaction with cadets. When developing the course of Business English, one of the essential pedagogical tasks was the formation of cadet’s ability to further independent study of a foreign languages and business culture, including the use of modern information technologies. It is vital to develop the ability to get out of the situation in the context of a shortage of language means in the receipt and transmission of professional information. It is necessary to form cadet’s readiness to participate in project activities, including interdisciplinary nature, requiring the use of foreign-language sources of information. The tasks build practical

classes in a professional foreign language. Thus, due to the extensive use of cases, work with authentic texts, cadets develop critical thinking skills. Different types of tasks form the development of communication skills and strategies, skills of independent work. The study of grammatical structures is carried out by presenting them in texts that introduce cadets to various aspects of their future profession. Special attention is paid to the necessary grammatical forms and structures of the English language typical for professional speech. Much attention is paid to reconstructive and creative tasks: organization and holding of various presentations, business, and role-playing games [9]. Beneficial was the use of project methodology, which made it possible to use in practice the knowledge and practical skills taken from other areas of advertising and public relations. In teaching, the emphasis is on self-education of cadets, on the formation of their skills of independent search for texts on the Internet, the ability to use dictionaries, search for literature on various topics that ultimately forms the academic autonomy of cadets. Along with learning the multiple units of language phonetic, grammatical, lexical, and into national in the communication training is becoming particularly critical functional statements, various types of verbal interaction between interlocutors, the speech variants of realization of communicative intentions of interlocutors, the flexible ways of communication response, the technique of verbal communication (including speech etiquette), etc. An effective way to optimize learning activities is game modeling, which is a recreation in the learning process of motives, goals, situations, conditions, process, and results of other activities. The very essence of the role-playing game determines its primary goal to develop and improve the professional competence of cadets [9]. The definition of the main problem and the theme of the game concretize the target, focusing it on specific aspects of the professional activity of cadets and solving particular challenges of a professional nature. This provides a wide range of gaming activities, more complete solution of professional issues, as well as forms the skills and abilities of practical use of expert knowledge creates conditions for speech activity in a foreign language in various situations As a result of the survey of 102 cadets studying in the specialty revealed not only a pragmatic interest in a foreign language, such as the use of the Internet, communication with people from other countries, watching foreign films, reading literature in the original language; understanding international military documents and reading instructions. [10] Also, cadets consider a foreign language as a source of personal growth, giving humanitarian and cultural knowledge, knowledge of a foreign language helps to shape the worldview of future professionals in Army and Troops. Latest changes in the world impose several new requirements for the development of Business English teaching. Combination of CLIL approach and mobile learning has a synergistic effect on learning outcomes. Putting forward one of the priorities of the communicative competence of cadets, we must understand that this is impossible without using new approaches. In our opinion, the knowledge of a foreign language obtained in the course "Praxis English" of the implemented model of teaching contributes to the cadets' motivation, analytical skills, and critical thinking. The importance of professionally oriented English language teaching will

increase.

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