



DEVELOPING OF INTERCULTURAL COMMUNICATION COMPETENCE OF THE CADETS USING THE "DISCRIMINATED-TANDEM" METHOD

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Abstract

The article highlights the main priorities of using the discriminated-tandem method as an alternative method of developing the intercultural communication competence of cadets through teaching English. The author considers this method to be one of the most effective and good results. Its main purpose is to learn the language and culture of the partner in a real situation. This article highlights the main characteristics of discriminated-tandem teaching.

Keywords: tandem, discriminated-tandem, teaching English, method, self-development, intercultural communication competence, bilingual environment.

Major changes taking place in today's world demand the formation of intercultural communication competence of cadets. The concept of "intercultural competence" is defined differently in foreign and local methods of teaching foreign languages and cultures. The famous British researcher M. Bayram defined "intercultural competence" as the ability to communicate with other people, to accept worldly perception and views, and to be a mediator between different views[1].

Another researcher, G. V. Elizarova, believes that the implementation of intercultural communication through the creation of intercultural competence - competence with a special characteristic based on knowledge, skills and abilities will be a common communicative meaning for both participants of the dialogue. Communicative competence has nothing in common with intercultural communication competence, and the linguistic specificity of learning a foreign language can be characteristic of the mediator of these cultures. The main goal of forming the competence of intercultural communication is to acquire the qualities of mediation between cultures without losing the specific qualities of one's own culture and to achieve the specific qualities of the language based on it[2].

It should be noted that both scientists M. Bayram and G.V.Elizarova did not reflect the specific characteristics of a foreign language as a subject in their definitions of intercultural competence. Despite this, they give the opinion that some features of intercultural competence belong to communicative competence[3]. Having studied





the theoretical foundations of the research, we suggest to understand the competence of intercultural communication as the ability to demonstrate personal ability in the process of communication with representatives of different cultures and successfully communicate with them.

There is no doubt that foreign language skills and knowledge of the country's culture are necessary for successful communication and interaction. The goal of intercultural communication competence is to develop general skills for interacting with representatives of different countries and cultures, in which case language is an important mediator.

Researchers M.O.Voloshko and T.N.Sukhareva offer the following model of intercultural communication competence. According to them, intercultural communication competence consists of motivational, cognitive, socio-cultural and compensatory components[4]. Of course, these 4 components form the basis of intercultural communication competence, and we, in support of this idea, would like to propose adding to this model the component of "adaptation to the military environment". Because there are several differences between the local culture and the military culture, that is, we can find some features in the military culture that are not encountered in the local culture, so the component that we offer is a mechanism for understanding the cadets' companion in the communication process and a quick response to it. It helps to increase the effectiveness of military features in the development. This will be the basis for the development of sub-components such as self-confidence, military patriotism, and psychological adaptation in the communication process of future officers during their foreign service trips. (See Figure 1)

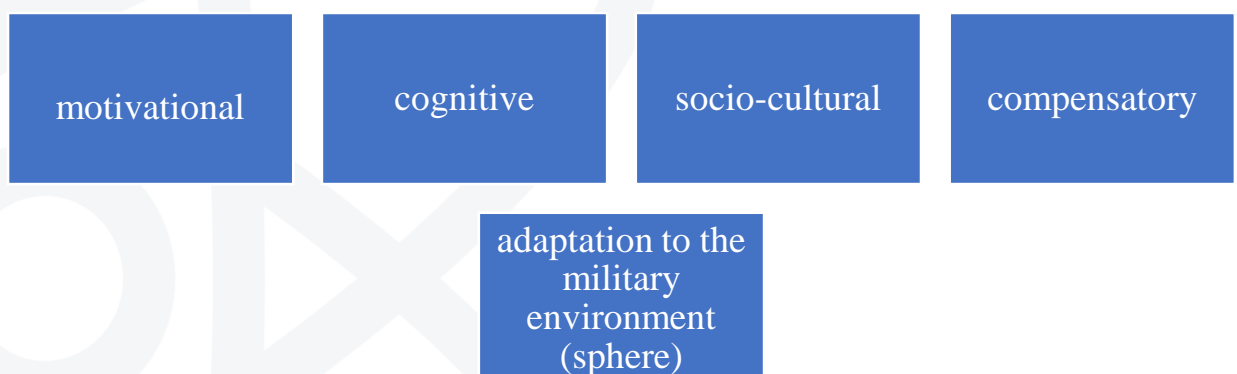


Figure 1



In its place, the motivational component consists of the following sub-components, that is, the need for intercultural interaction; the need for knowledge about representatives of other cultures.

The cognitive component includes knowledge and skills: linguistic competence; to know one's own and other cultures; views on similarities and differences between cultures.

The socio-cultural component is described as follows: accepting and understanding the value of other cultures; tolerance of cultural peculiarities of other cultures.

The compensatory component includes: the ability to adapt a familiar model of behavior to the characteristics of other cultures; the ability to use two languages in the process of communication; the ability to demonstrate non-verbal reactions in appropriate ways.

Also, the component of adaptation to the military environment includes such sub-components as sacrifice, self-confidence, military patriotism and psychological adaptation.

It should also be noted that the content of intercultural competence training is different depending on the goals, needs and motivation of language learners, so it is appropriate to develop intercultural communication competence based on the goals, needs and motivation of the cadets. Of course, organizing education in a bilingual environment has its own difficulties, so we believe that one of the most effective ways to develop the intercultural communication competence of cadets is to use the discriminated-tandem method.

The term "tandem method" is understood as a method of learning a foreign language when partners with different native languages work in pairs. The main goal of this method is to master the culture of the country whose language is being studied in the process of real, as well as to receive information from different fields in the area of knowledge that is equally interesting for both tandem partners[5]. On the other hand, discriminated-tandem is the acceptance of knowledge focused on a specific field. Because the military field itself is perfect, teaching future officers about the culture of a foreign nation through a foreign language requires a special approach. We think that the discriminated-tandem method will prepare them for the process of communication with their military partners in the future, not only the need for intercultural interaction, the need for knowledge about representatives of other cultures, linguistic competence, their own and other knowledge of cultures, views on the similarities and differences of cultures, acceptance and understanding of the value of other cultures, tolerance for the cultural characteristics of other cultures, the ability to adapt a familiar model of behavior to the characteristics of other cultures, the ability





to use a dual language in the process of communication, along with the ability to demonstrate non-verbal reactions in appropriate ways, helps to develop skills such as sacrifice, self-confidence, military patriotism and psychological adaptation.

The tandem method is characterized by two main learning principles:

- 1) the principle of mutual relations;
- 2) the principle of personal autonomy[6].

Discriminated-tandem includes mutual relations, personal autonomy, as well as the principles of responsibility and getting out of the situation. In the principle of reciprocity, each participant benefits equally from interaction and mutual learning. The principle of personal autonomy is that each communication partner is responsible not only for the choice of educational tools, goals and content, but also for the final results. Thus, it can be said that teaching using discriminated-tandem is one of the modern and most promising directions of technologies aimed at independent learning and self-development. This method is associated with the following features:

1. Discriminated-tandem is an individual and social aspect of learning foreign languages and military culture. Unlike traditional contexts of foreign language learning, discriminated-tandem helps to create high socialization and high individualization in the educational process. On the one hand, the creation of a discriminated-tandem training program is based on the needs and motivations of the partners, so it is focused on the trainees and open to individualization. On the other hand, it contributes to the interaction through cooperation, making the essence of this approach a social and cultural aspect. In the context of discriminated-tandem education, individual and social aspects are unique, innovatively and harmoniously connected. This interaction increases the level of motivation and communication skills of the discriminated-tandem partners. In addition, the discriminated-tandem partners improve the dynamics of the practical use of the target language, their results, self-evaluation and overall learning success and productivity will be able to observe.

2. The role of participants when teaching through discriminated-tandem. It is known that in every traditional educational context, the roles of teachers and students are clearly defined. As for the discriminated-tandem, it is characterized by a mixture of roles. As native speakers, discriminated-tandem partners know more about their native language, which gives them a certain power to feel confident. The pace of learning is also very flexible and open to negotiation between partners.

3. Special relations between partners. In traditional classrooms, there are usually 2 types of relationships between the participants of the learning process:

- 1) asymmetric (between teacher and student);





2) symmetrical (between mutual students)[7].

In discriminated-tandem language learning, as a collaborative partner language specialist, he always occupies a less prestigious position than when he acts as a cadet. Therefore, unlike in other contexts of communication, the native speaker does not feel uncomfortable with his discriminated-tandem partner. It gives cadets some confidence to feel freely as speakers in this learning process. The learning process is also interesting in a certain sense, very flexible and natural for negotiations between partners. In addition, this change in teacher-cadet roles eliminates the negative effect of asymmetry between more and less experienced cadets. That is, from the point of view of the interlocutors, thinking about the cadet's fear of making mistakes, shyness, etc., on the other hand which can cause a feeling of uncertainty every day in life, such a change of role has a positive effect.

4. In the process of using this method, both partners should have equal motivation. Because if one cadet does less than the other, the result of this method will not be successful if he does not respond adequately to his partner. Discriminated-tandem is based on equal cooperation and full mutual understanding.

5. Internal autonomy of cadets. Autonomy (independence) in discriminated-tandem has its own characteristic, in which the learning process occurs not separately, but interactively. Learning a foreign language in tandem means independence and taking responsibility for learning, as well as the ability to organize the learning process. The main principle of discriminated-tandem proves that the concept that the educational process is a mechanical process of imparting knowledge is wrong and it can be done only with the help of a professional teacher. Learning a foreign language by cadets through discriminated-tandem is a natural process of interaction, which helps in the realization of communicative intentions.

6. We can consider this method as an effective component of the educational process. Because its unique feature is the ability to enjoy cross-cultural interaction. It is a common belief that training can be complicated and boring. Learning in this method can be connected with the above perceptive learning models, because discriminated-tandem is a direct communication of trainees with a tandem partner. But this is based on the active and interactive participation of the trainees working together, and it cannot be done without the active and interactive participation of the cadets. Exercising in Discriminated-tandem implies a good sense of humor, an average feeling and a willingness to share experiences, but sometimes this process is characterized by the emergence of negative emotions such as tension, competition, frustration, irritability and even dissatisfaction[8].





Thus, we believe that organizing the training of cadets in a bilingual environment based on the discriminated-tandem method will strengthen the development of intercultural communication competence. In order to develop the intercultural communication competence of the cadets, special different topics (texts, articles, books, films, literary and artistic works, etc. representing military culture) were selected for them. This was the main direction of studying the development of intercultural communication competences of their Uzbek and English-speaking participants.

In the process of experimental research, we used the following forms of control:

- monitoring;
- self control;
- mutual control;

During the practical testing of the discriminated-tandem method, the dynamics of all components of intercultural competence can be clearly seen. Based on this, it indicates that it is an achievable goal to develop intercultural communication competence in a bilingual environment. As a result, the enthusiasm of the cadets to learn a foreign language and culture increased. It can be concluded that foreign language teaching can be significantly improved by introducing the discriminated-tandem method as a means of developing cadets' intercultural competence.

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