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THE ROLE OF INTERACTIVE TEACHING TECHNIQUES IN FOSTERING COMMUNICATION SKILLS AMONG MILITARY ACADEMY STUDENTS

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Abstract

Given the status of English as a leading global language, it plays a vital role in the military sector. Consequently, foreign language training in military schools primarily focuses on helping students upgrade their practical communication skills.

Keywords: Military education, communicative competence, interactive and innovative methods, approach.

Introduction

Modern technological integration and globalization have made foreign language acquisition a fundamental requirement for expanding personal and professional horizons. In today's interconnected world, language literacy is observed globally, and its significance within Uzbekistan's military education framework is undeniable. English proficiency is indispensable for military personnel for three major reasons. Primarily, it ensures successful interoperability and communication during joint international exercises and strategic partnerships. Furthermore, it grants access to vital specialized literature, online research, and data regarding global security and military technology. Lastly, as Uzbekistan frequently contributes to global peacekeeping missions, English command



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enables officers to smoothly cooperate with international coalitions and safely communicate in host environments. English language proficiency serves as a powerful catalyst for professional advancement within the military hierarchy. Competent bilingual officers are often selected for overseas training programs, international defense colleges, and diplomatic missions. Additionally, these language skills secure a competitive advantage in civilian labor markets for those transitioning out of active service. Ultimately, as global military operations become increasingly interdependent, English mastery is vital for Uzbekistan's defense sector to ensure tactical cooperation and broader career opportunities.

A critical milestone in this educational strategy was the creation of the "Temurbeklar maktabi" military academic lyceums, established by a presidential decree on June 28, 2019. Providing a two-year residential program for youth aged 14–18, these campuses admit between 100 and 150 cadets annually, most of whom subsequently enter higher military institutes to earn commissions. Despite their military focus, the overarching objective of these institutions is high-quality foreign language preparation. Academic literature underscores that focusing primarily on communicative abilities is essential for optimizing the language learning process in such environments.[4]

Materials and methods

Linguistic and communicative competence serves as a critical determinant of operational success, enabling defense personnel to exchange data, establish rapport, and ensure cohesive teamwork. Given this importance, this research investigates interactive instructional methods designed to enhance communication skills among military learners. Through a systematic review of diverse interactive techniques and an analysis of relevant academic literature, this article demonstrates the quantifiable benefits of active learning in specialized



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environments. Developing robust interpersonal skills within a rigid military training framework presents distinct pedagogical challenges. To address this, our methodological focus centers on interactive teaching strategies rather than passive learning models. These active techniques create an immersive educational environment that demands student participation, facilitates realistic situational practice, and ensures instantaneous feedback—factors that collectively accelerate the development of practical communication skills in future officers. Here are some approaches used in military schools:

1. Applied Simulation Training

This approach replicates the exact operational challenges military personnel encounter during active deployments through structured mock scenarios. These exercises provide a low-risk, controlled setting where students actively practice and evaluate their interactional skills. By utilizing specialized simulation programs, pupils immerse themselves in realistic virtual duties requiring precise data transmission, immediate problem-solving and adaptive teamwork. The strategic value of this training is reinforced by research from Johnson, Adams, and Hall (2018) in the domain of naval education, which confirms that simulation-based learning explicitly accelerates communication skills development and field readiness.[1]

2. Experiential Role-Playing Exercises

This approach utilizes scenario-based role-playing to help military students practice functional communication within realistic environments. Assuming varied institutional roles allows cadets to develop essential soft skills, such as empathy, active listening, and adaptive communication techniques. The exercises are tailored to mirror vital field duties, including tactical negotiations,



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peacekeeping operations, and collaborative decision-making sessions. According to research, the impact of role-playing models on developing communicative competence is highly significant. [2] Cadets engaged in these activities exhibit measurable improvements in both assertive articulation and tactical conflict mediation.

3. Coordinated Collaborative Learning Interventions

Group-oriented learning models enhance collective work ethics and interactive skills by requiring students to cooperate on shared objectives. Typical classroom applications include collaborative problem solving, team projects, and reciprocal group debates. Engaging in these cooperative practices allows military pupils to develop robust interpersonal habits, build socio-cultural awareness, and learn to modify their communication styles within diversified peer groups. The efficacy of this approach aligns with the findings of Smith and Johnson (2019) regarding military education frameworks. Their research confirmed that active participation in collaborative assignments directly correlates with improved communicative capabilities, thereby verifying that social classroom interaction accelerates the language-learning process.

Conclusion

In conclusion, optimizing communicative competence is an absolute imperative for military academy graduates, directly dictating their capacity to operate successfully within the high-stakes environments of their future professional careers. The strategic integration of interactive pedagogical paradigms specifically simulation-driven training, experiential role-playing, and structured collaborative learning activities-demonstrates a profound capacity to elevate the linguistic and interpersonal capabilities of cadets. By systematically



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institutionalizing these active learning models, military educational entities can more effectively equip future officers with the vital, adaptive communication instruments essential for executing complex international defense missions and ensuring operational success.

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