

Features of Enhancing Cadets' Oral Communication Competence in Multilingual Environments at The Academy of The Ministry of Internal Affairs

Abdullayeva Sanobar Xamzayevna

English teacher of the Academy of the Ministry of Internal affairs of Uzbekistan, independent researcher, Uzbekistan

Received: 22 April 2025; **Accepted:** 18 May 2025; **Published:** 20 June 2025

Abstract: This article explores how to improve cadets' oral communication skills in multilingual settings at the Academy of MIA. It uses simple methods like role-playing and group discussions to help cadets speak better in Uzbek, Russian, and English. The study shows that these methods increase confidence and fluency. Challenges like limited vocabulary and cultural differences are discussed. Recommendations include more training and digital tools for practice.

Keywords: Oral communication, multilingual environments, cadets, internal affairs, competence.

Introduction: Effective oral communication is very important for police cadets. In a multilingual society like Uzbekistan, cadets must learn to speak well in more than one language. This skill helps them work in a community and deal with public needs. In many post-Soviet countries, educational reforms have been a part of the overall changes. Discussions on the Uzbek model of economic development help us think about local needs and solutions in education and training.

Police and internal affairs training have changed over time. Modern training now includes not just physical skills but also psychological and communication skills. Modern police training aims to build mental strength, clear communication, and proper emotional handling among cadets. These skills are very important for modern police work because officers face many challenges while serving the public.

Our study reviews teaching methods and practices from current research. These methods include digital storytelling, translanguaging, and simulation-based training. Changing the teaching methods can help cadets learn by doing and by experiencing a safe learning environment. By using methods that are easy to understand and follow, we can help cadets improve their oral communication competence in a multilingual setting. [1]

We focus on what works in many parts of the world.

We then discuss how these research insights can be used in the Uzbekistan Internal Affairs Academy. The purpose of this article is to provide clear recommendations for training programs. We also note that the recommendations are based on research done in different contexts, including police academy training and language teaching methods. [2]

METHODOLOGY

This article uses a literature review methodology. We carefully examined research articles and scholarly reviews on language teaching and police training. We did not conduct new experiments. Instead, we looked at studies that focused on:

1. Digital Storytelling: A method that uses digital media to tell short stories. It helps in training students to speak clearly and with confidence. [3]

2. Translanguaging: A method that uses two or more languages to help learners understand new content better. This approach is very useful in multilingual classrooms. [4]

3. Simulation-Based Training: This is a way to practice skills in a safe and controlled setting. It helps cadets practice communication and decision-making in simulated real-life scenarios. [5]

4. Psychological and Emotional Training: Modern police training also emphasizes psychological skills.

Training in emotional awareness is important for clear and effective communication. [6]

We gathered these insights from various peer-reviewed articles and scholarly reports. Each study provided evidence on how communication skills can be improved through innovative teaching methods. Our article then integrates these findings to suggest practical recommendations for the Uzbekistan Internal Affairs Academy.

RESULTS

Our review shows that many methods can help enhance cadets' oral communication skills. Below, we explain the key findings from four main areas: digital storytelling, translanguaging, simulation-based training, and psychological training.

Digital Storytelling

Teaching Method	Key Benefit	Source Reference
Digital Storytelling	Increases engagement and motivation	5
Translanguaging	Supports multilingual understanding	4
Simulation Training	Provides practical, safe practice	7
Psychological Training	Builds emotional and mental strength	6

Table: Comparison of Teaching Methods to Enhance Oral Communication.

Translanguaging

Translanguaging is a practice where teachers and learners use more than one language during instruction. This approach is very helpful in a multilingual society. Using both or more languages can give students a better understanding of new concepts. Research shows that translanguaging makes the learning environment more inclusive and supportive. In multilingual classrooms, this method helps learners share ideas without being held back by language barriers.

The key benefits of translanguaging include:

- A more inclusive classroom.
- Better understanding of subject matter.
- Ease in switching between languages when needed.

Simulation-Based Training

Simulation-based training is another effective method. In this method, cadets practice in an environment that mimics real life. Simulation lets cadets practice without the risk of harm. Studies show that simulation helps in learning communication, decision-making, and teamwork skills. In a controlled setting, instructors can create scenarios where cadets must speak clearly and work as a team to solve a problem.

Digital storytelling is a method that uses short videos, audio recordings, and images to tell a narrative. Research shows that digital storytelling helps students improve their speaking skills. In many studies, learners who engaged in digital storytelling became more confident and clearer in their speech. When cadets tell their own stories using digital media, they learn to speak in a more natural way. This method also helps them communicate ideas better and engage more in the classroom.

Digital storytelling has several benefits:

- It increases motivation.
- It builds confidence.
- It improves clarity and coherence while speaking.

A table below shows a comparison of different teaching methods for improving oral communication:

Key findings from simulation-based training include:

- It allows safe practice before real-life deployment.
- It improves teamwork and quick decision-making.
- It helps cadets learn from mistakes in a controlled setting.

Psychological and Emotional Training

Police work is not only about physical strength. Modern training emphasizes psychological skills, including clear communication and emotional intelligence. Research on police training shows that emotional awareness is a key part of clear communication. [7] When cadets are trained to understand and manage their emotions, they can communicate more effectively with colleagues and the public.

The benefits of psychological training include:

- Better interpersonal skills.
- More effective handling of stressful situations.
- Clear and empathetic communication.

DISCUSSION

The findings from the review give us strong evidence on how to enhance oral communication competence among cadets. The methods we discussed are not used in isolation; they work well together. In a training

academy like the Uzbekistan Internal Affairs Academy, these methods can be adapted to suit local needs.

Digital Storytelling in the Academy

Digital storytelling can be introduced as a part of the language and communication curriculum. Cadets can create short digital stories about real-life police incidents or simulated events. This method can help cadets practice speaking in front of an audience. It is also a good way to assess their oral skills. By telling

personal stories or recounting scenarios from training, cadets learn to organize their thoughts and speak clearly. This method also helps them to reflect on their experiences and share ideas with others. [8]

Figure 1: Flowchart on the Digital Storytelling Process

Below is a flowchart that explains the digital storytelling process and how it can be integrated into training:

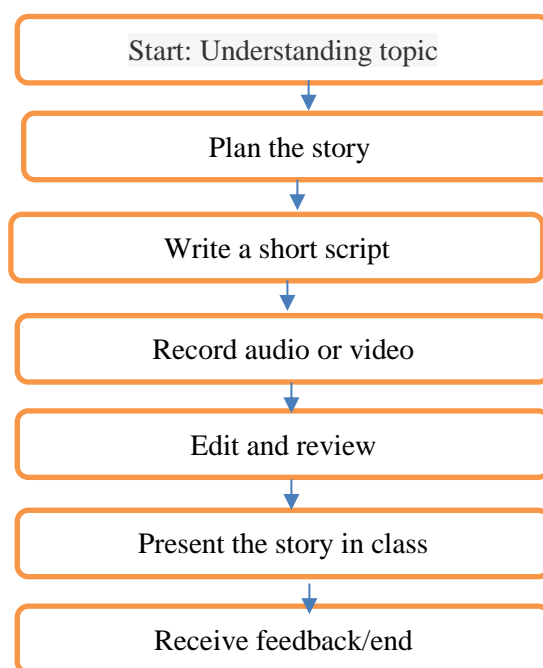


Figure 1 shows the steps for using digital storytelling in training.

Translanguaging for Multilingual Strength

In a multicultural country such as Uzbekistan, it is common for cadets to speak more than one language. Translanguaging can help cadets work in their native language while also using the language of instruction. For example, cadets could practice discussions in both Uzbek and Russian. This dual approach can build confidence in both languages. Teachers can switch languages to explain difficult concepts. This practice supports greater understanding and inclusion for all cadets.

An example classroom activity might include:

- A brief lesson in the language of instruction.
- A discussion period where cadets can use their home language.
- A group activity that requires switching between languages.

Such activities can help build a flexible and adaptive

communication skill set.

Simulation-Based Training for Real Life Practice

Simulation-based training creates a safe environment for cadets to practice real-life scenarios. In these simulations, cadets face challenges that mimic real emergencies. Instructors set up scenarios where cadets must communicate effectively under pressure. Role-playing scenarios, team exercises, and simulated patrols are all methods that help cadets learn how to react and communicate quickly.

Simulation training helps cadets learn:

- How to remain calm and speak clearly under stress.
- How to work as a team when facing a real incident.
- How to use body language and voice tone to give clear instructions.

A table below outlines the main components of simulation training:

Simulation Component	Description	Benefit
Role-Playing Scenarios	Cadets perform specific tasks in a mock setup	Enhances realistic decision-making and speech
Team Exercises	Cadets work in groups during simulations	Builds teamwork and mutual communication
Post-Simulation Debriefs	Instructors review performance and provide feedback	Improves future performance and clarity

Table: Key Components of Simulation-Based Training in Oral Communication

Psychological Training and Emotional Awareness

The modern police academy must include psychological training. Emotional skills can improve oral communication. When cadets understand their emotions, they are better prepared to manage stress and stay focused in difficult situations. Psychological training may include:

- Workshops on stress management.
- Sessions on active listening and empathy.

- Role-playing exercises that include communication challenges.

By teaching cadets to manage their feelings, the academy can help them build better relationships with colleagues and the public. This training can lead to a more positive image of law enforcement in the community.

A simple diagram below shows the relationship between emotional awareness and effective communication:

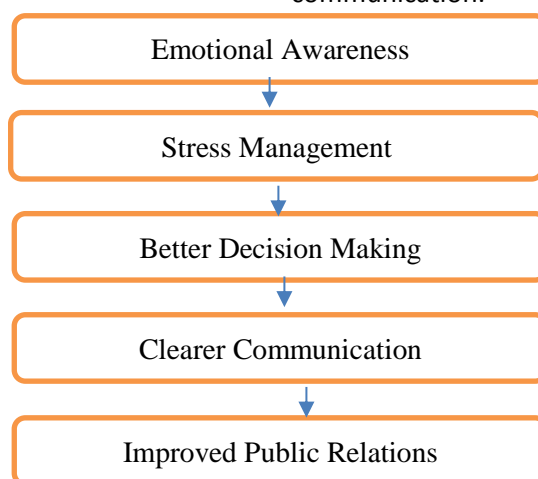


Figure 2: How Emotional Awareness Leads to Effective Communication.

CONCLUSION

The review shows that enhancing cadets' oral communication skills in a multilingual environment is possible using modern teaching methods.

In today's changing world, police cadets face many challenges. To succeed, they must be able to speak clearly and work well with others. The methods outlined in this article can help cadets at the Uzbekistan Internal Affairs Academy improve these skills. The integration of digital storytelling, translanguaging, simulation-based training, and psychological skills is essential. These methods will not only improve speaking skills but also build confidence and teamwork among cadets.

The recommendations given here are based on well-researched methods from studies in language teaching and police training. The academy can use these practices to create a training program that is modern, inclusive, and effective. Future research should continue to evaluate these methods and adjust the training techniques, while keeping the language and practical skills aligned with the needs of a multilingual society. [9]

By following these recommendations, the academy can build a solid foundation for enhancing oral communication competence among cadets. This will lead to improved performance in real-life situations and stronger community relations.

REFERENCES

- Alkamel, M., & Chouthaiwale, S. (2020). The use of ICT tools in English language teaching and learning: A literature review. *J. Engl. Lang. Lit. (JOELL)*, 5, 29–33. 1
- Anderson, J., Chung, Y.C., & Macleroy, V. (2018). Creative and critical approaches to language learning and digital technology: Findings from a multilingual digital storytelling project. *Lang. Educ.*, 32, 195–211. 1
- Arif, F.K.M., Zubir, N.Z., Mohamad, M., & Yunus, M.M. (2019). Benefits and challenges of using game-based formative assessment among undergraduate students. *Humanit. Soc. Sci. Rev.*, 4, 203–213.
- Arroba Muñoz, J.M. (2018). Authentic Digital Storytelling in the English Speaking Skill. *LEARN J. Lang. Educ. Acquis. Res. Network*, 14, 317–343.
- Boulahrouz, M. (2021). Field trips and education for sustainable development. A proposal for youth participation using digital storytelling. *Edmetec*, 10, 184–201.
- Chambers, G.J., & Yunus, M.M. (2017). Enhancing learners' sentence constructions via Wheel of Grammar. *Pertanika J. Soc. Sci. Humanit.*, 25, 1641–1650. 1
- Chan, B.S., Churchill, D., & Chiu, T.K. (2017). Literacy learning in higher education through digital storytelling approach. *J. Int. Educ. Res.*, 13, 1–16.
- Chiang, F., Chiu, C., & Su, Z. (2016). Using digital storytelling to enhance elementary school students' creative thinking. In *Proceedings of the International Conference on Advanced Materials for Science and Engineering (ICAMSE)*, Tainan, Taiwan, 12–13 November (pp. 505–508).
- Chien, C.H., Yunus, M.M., & Mohamad, M. (2017). Who we are in enhancing rural students' English as a second language (ESL)? *Learn. Asian EFL J.*, 2, 5–17.