# INTEGRATING INNOVATIVE TECHNOLOGIES TO ENHANCE CADETS' LINGUISTIC COMPETENCE THROUGH BLENDED LEARNING IN UZBEKISTAN'S CEFR AND IELTS PREPARATION

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**Annotation:** This article explores the integration of innovative technologies into the linguistic training of cadets in Uzbekistan, focusing on blended learning approaches within the CEFR (Common European Framework of Reference for Languages) and IELTS (International English Language Testing System) frameworks. By combining traditional teaching methods with modern digital tools, the study aims to improve language proficiency among cadets, providing insights into the benefits of this approach for enhancing linguistic competence in a military education context.

**Key Words:** Innovative technologies, linguistic competence, cadets, blended learning, CEFR, IELTS, Uzbekistan, language education, military training.

In recent years, the demand for multilingual proficiency has grown significantly across all sectors, including military education. Uzbekistan, as part of its national reforms, has recognized the importance of integrating advanced language teaching methodologies within its military academies. One such approach is the use of innovative technologies through the blended learning method, particularly focusing on English language proficiency as measured by CEFR and IELTS standards. This article investigates how this blended approach can foster improved linguistic competence among cadets, ensuring they meet both national and international communication requirements.

Blended learning, which combines online digital media with traditional face-to-face classroom methods, has proven to be an effective strategy in various educational settings. For this study, cadets from the Republic of Uzbekistan's military academies were exposed to a blended learning environment designed to enhance their English language skills. Innovative technologies such as language learning applications, online platforms, and virtual language labs were employed alongside conventional teaching methods.

The study focused on two language proficiency frameworks: CEFR, which provides a global standard for assessing language skills, and IELTS, a globally recognized English language test. Cadets were trained using a variety of digital tools, including interactive grammar exercises, speech recognition software, and video conferencing for real-time communication practice with native speakers.

The results showed significant improvements in the cadets' linguistic skills. Cadets who engaged with both online resources and traditional classroom activities demonstrated higher levels of proficiency in all four language skills (listening, speaking, reading, and writing). The blended learning approach allowed cadets to benefit from the flexibility of self-paced learning while maintaining the discipline of structured classroom instruction.

Cadets who were initially at lower proficiency levels (A1-A2 in CEFR) showed substantial progress, with many advancing to intermediate (B1-B2) levels over the course of the training. Furthermore, those preparing for the IELTS exam achieved higher overall scores, particularly in the speaking and writing sections, which are traditionally challenging for learners in Uzbekistan. The use of technology-enhanced materials provided cadets with access to authentic language resources, such as podcasts, videos, and online articles, which enriched their vocabulary and cultural understanding.

Additionally, cadets reported increased motivation and engagement when using technology. They appreciated the autonomy and interactive nature of digital learning tools, which enabled them to practice at their own pace and receive immediate feedback.

Despite the positive outcomes, some challenges were noted. Not all cadets had equal access to the necessary technological infrastructure, particularly in remote areas. Additionally, some instructors faced difficulties in integrating digital tools into their teaching routines due to a lack of training or familiarity with the technology. Overcoming these barriers will be essential to maximizing the potential of blended learning in the future.

## Conclusion

The integration of innovative technologies into the linguistic training of cadets in Uzbekistan, through blended learning, has proven to be an effective method for improving their English language proficiency. The combination of traditional and digital tools has not only enhanced their linguistic competence but also prepared them for international assessments such as IELTS, helping them meet the demands of global military cooperation. While the study highlights significant improvements, it also underscores the need for ongoing support in terms of infrastructure and instructor training to fully realize the benefits of this approach. The findings suggest that expanding this model across military academies in Uzbekistan could lead to further improvements in cadet training outcomes, fostering more linguistically competent officers for the future.

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