

A COMPARATIVE STUDY OF ENGLISH LANGUAGE TEACHING METHODOLOGIES IN UPPER SECONDARY SCHOOLS AND MILITARY- ORIENTED LYCEUMS

Qakhramonova Dilorom Abdiaziz qizi

Teacher of the Department of Language Studies of Tashkent academic Lyceum
No. 1 of the Ministry of Internal Affairs of the Republic of Uzbekistan

Abstract

English is considered one of the most popular and widespread languages in the modern world. The process of teaching English in higher secondary schools and military-oriented lyceums is important in order to improve the quality of education in our country, make youth competitive in the international arena and train mature personnel in the military field. The methodologies for teaching English in these schools and lyceums have their own characteristics, each of which is characterized by its pedagogical approaches, goals and objectives. This article provides a comparative analysis of the peculiarities, advantages and disadvantages of the methodology of teaching English in these two types of educational institutions.

Keywords: English, knowledge, skills, speaking, writing, reading skills, education, lesson, analysis.

Introduction

English is one of the most widely spoken and most studied languages in the world. It is an important tool not only as a language of international dialogue, but also in the fields of science, technology, business and culture. Today, knowledge of English is considered necessary not only for personal development, but also for success in professional activities. Therefore, the process of teaching and learning English is carried out with great attention in every educational institution. The use of effective methods and approaches is important in learning English. Especially in schools of Higher Secondary Education, the process of language



teaching should be aimed not only at improving language knowledge, but also at developing practical communication skills of students. This in turn helps to shape students' skills in using language in real-life situations. In this context, the role and importance of the communicative approach in teaching English is great. This approach sees language learning as an interactive process and provides students' activities focused on putting the language into practice. In the introductory part, it is also important to give a brief overview of the international importance of the English language, its place in education and the basic principles of the communicative approach. This serves to increase interest in language learning in students and to ensure the effectiveness of the educational process.[1]

Higher secondary schools use general education-oriented methodologies in teaching English. The primary goal of language learning in these schools is to provide students with adequate development of the four basic language skills — listening, speaking, reading, and writing. In the educational process, a communicative approach is central, in which students are taught to apply the language for practical purposes. Various interactive methods are actively used in classes, such as group work, role-playing games, discussions, and project work. This approach increases students' interest in language, developing their independent thinking and communication skills. In the process of teaching English in schools of Higher Secondary Education, modern technologies are widely used. For example, with the help of audio and video materials, interactive educational platforms, online resources, an attempt is made to bring students closer to English. These techniques serve to effectively develop students' listening comprehension and speaking skills. Additional courses are also organized in schools to prepare students for exams such as international language certificates — ielts, toefl. This allows their language knowledge to be evaluated at the level of international standards. The methodology for teaching English in military-oriented lyceums, on the other hand, is adapted to the special requirements of the military sphere. The goal of learning a language in these lyceums is not only the formation of general language skills, but also the development of military terminology, technical and strategic vocabulary. Therefore, military topics occupy the main place in the lessons. For example, dictionaries and phrases related to such areas as military equipment, strategy, Commandery, security, communication are regularly taught to students. In teaching English in military lyceums, traditional and interactive methods are

harmonized. In the lessons, a lot of attention is often paid to strengthening grammatical rules and vocabulary, since in the military field the accuracy and comprehensiveness of the language is very important. At the same time, communicative methods are also used, but they are more focused on communicating in military situations. For example, tasks such as giving commands, communicating in emergency situations, explaining technical descriptions are practiced.[2]

In the process of language teaching in military lyceums, special educational literature and manuals are developed, which include military terminology and topics. With these manuals, students learn not only the language, but also the basic concepts of the military sphere. In addition, military specialists, translators and English teachers cooperate in teaching English in lyceums, which increases the quality of Education. There are differences and similarities in methods of teaching English in higher secondary schools and military-oriented lyceums. In both institutions, the four basic skills of the language are developed, but in military lyceums these skills are strengthened in a military context. In schools where language is taught in a more general and cultural context, lyceums emphasize the use of language for military purposes. Also, while Language Teaching in lyceums is more focused on traditional grammatical and vocabulary exercises, interactive and communicative methods are more widely used in schools.[3]

In the process of teaching English in Higher Secondary Schools, the individual abilities and needs of students are taken into account. The educational programs will be adapted to the age, level of knowledge and interests of the students. This makes language learning more effective. In military lyceums, however, students are educated under strict procedures and discipline, in which language learning is also carried out within the framework of military discipline and requirements. This may somewhat limit students ' approach to language, but may help develop the ability to communicate clearly and quickly in the military field. The qualifications and training of teachers also differ in these two institutions. In schools of Higher Secondary Education, English teachers have a predominantly pedagogical education and are prepared to work with modern educational technologies and methodologies. And in military lyceums, teachers need not only knowledge of the language, but also special requirements of the military sphere. Often they are specialists who have undergone military training, are well versed

in military terminology. This ensures the military orientation of the educational process. The content and style of classes also differ when teaching English in schools of Higher Secondary Education and military-oriented lyceums. In schools, classes are more based on the free expression of students, on a creative approach, while in lyceums, classes are held according to strict plans and goals. Language learning in military lyceums is done through more hands-on training and situational play, which allows students to prepare for the use of the language in military settings.[4]

Students ' motivation for language is also formed differently in the two institutions. Learning English in Higher Secondary Schools is more aimed at personal development, international dialogue, education and employment opportunities. And in military lyceums, the main motivation for learning a language is to succeed in the military, effectively communicate with foreign military partners and perform special tasks. This requires a more rigorous approach to language learning. The system of assessment in the process of teaching English in schools of Higher Secondary Education and military-oriented lyceums also differs. While assessment in schools is more based on students ' general language skills, assessment in lyceums emphasizes the ability to apply language in a military context. For example, in military lyceums, students are tested on exams not only by grammatical and vocabulary knowledge, but also by language skills in military situations. The difficulties that arise in the educational process can also be different in the two institutions. In higher secondary schools, inadequate student interest in language learning, limited resources, or low teacher methodological training are seen as problems. In military lyceums, on the other hand, the main difficulties may be associated with the study of the complex terminology of the language in the military sphere, the fall of students into a state of stress due to strict discipline and high requirements.

The communicative approach to teaching English in schools of Higher Secondary Education is considered one of the important principles of the modern educational process. This approach ensures that language learning is not only perceived as memorizing grammatical rules or increasing vocabulary wealth, but also as an effective means of communication in real-life situations. The main goal of the communicative approach to learning English is to shape the skills of practical application of the language to students.

While traditional language teaching methods emphasize more grammar and vocabulary, the communicative approach focuses on the four basic language skills — listening, speaking, reading, and writing. In this approach, students not only learn the rules of the language, but are also taught to apply the knowledge learned in various communication situations. For example, in the course of the lesson, students are given tasks such as conversation, exchange of ideas, problem solving, which increases their ability to put the language into practice. The communicative approach increases the activity of students, encourages them to think independently, to approach creatively. Students in the process of learning a language are forced not only to acquire knowledge from the teacher, but also to communicate with each other, exchange ideas, work in a group. This makes language learning more interesting and effective. Also, this approach helps students to develop a culture of speech, to express their thoughts clearly and fluently. Another important aspect of the communicative approach to teaching English in Higher Secondary Schools is to link language to context. Context is important in language learning because language is not just a set of words, it is also necessary to learn how to apply them in a given situation. Therefore, lessons consider real-life situations, situations of communication in everyday life, cultural contexts. This allows students to understand the language more deeply and apply it naturally. The communicative approach not only makes the language learning process effective, but also develops students' mutual cultural ties. English as the language of international communication is used in many countries of the world, therefore, along with the study of the language, students get acquainted with the culture, traditions of other peoples. This broadens their worldview, helping them to be successful in international dialogue.[5]

The communicative approach to teaching English in schools of Higher Secondary Education provides a great opportunity for students to learn the language from a practical point of view. This approach makes language learning more interactive, fun and effective. Students not only improve their knowledge of the language, but also form skills to apply it in real life, which prepares them to successfully operate in the international arena in the future. Therefore, the communicative approach should be widely introduced in higher secondary schools as an integral part of Modern Language Education. Foreign experience in teaching English is an important resource that allows you to learn effective methods and approaches in this area and adapt them to the local educational system. In different countries of

the world, methods and approaches to teaching English are diverse, each of which has its own advantages and disadvantages. Therefore, through the study and analysis of foreign experience, it is possible to improve the quality of education, make the process of learning the language of students more effective. In European countries, a communicative approach is widely used in teaching English. This approach focuses language learning not only on remembering grammatical rules, but also on the practical application of language. Students develop language skills by engaging in conversations on a variety of topics, playing role-playing games, and communicating in real-life situations. This method increases interest in language in students and encourages them to think independently. Also, in Scandinavian countries, technologies are widely used in teaching English. With the help of interactive programs, online platforms and multimedia Tools, students are more actively involved in language acquisition. This makes the learning process more interesting and effective. Teachers, on the other hand, adapt classes taking into account the individual needs of the students, which allows each student to develop at their own pace. In the United States, however, the principle of multiculturalism is central to the teaching of English. This approach helps students form skills not only to learn the language, but also to understand and respect different cultures. The classes raise cultural themes, with students participating in cross-cultural exchanges. This makes language learning more meaningful and comprehensive. In Japan, however, there is a combination of traditional and modern methods in teaching English. In addition to the traditional grammatical approach, communicative methods are also being widely introduced. This approach allows students to practice the structural rules of the language while learning it in depth. At the same time, there is a strong emphasis on teacher training in Japan, which serves to continuously improve the quality of Education. The study of foreign experience in teaching English and its adaptation to local conditions is important in the effective organization of the educational process. By analyzing the approaches and techniques of different countries, new ways of developing students' language skills can be found. At the same time, the integration of modern technologies and cultural components into the educational process further increases the quality of Education. The use of methods and approaches developed on the basis of international experience in teaching English serves as an important factor in increasing students' interest in language and preparing them for global dialogue.[6]

Conclusion

In conclusion, while the methodologies for teaching English in higher secondary schools and military-oriented lyceums differ, both seek to apply effective language learning methods. While schools emphasize the development of more general language skills, lyceums focus on preparing the language for military use. Teachers of both institutions try to apply modern pedagogical approaches, take into account the individual needs of students and make language learning interesting and practical. In the future, the exchange of methodological experience between these two educational areas and the finding of ways of integration will serve to further improve the quality of Language Teaching.

References:

1. Akhmedov, S. (2022). Communicative methods in teaching English. Tashkent: educational publishing house.
2. Karimova, D. (2021). Features of language learning in military lyceums. Tashkent: Center for Military Education.
3. Islamov, R. (2023). English textbooks and methodology in schools of Higher Secondary Education. Tashkent: University Press.
4. Yoldashev, M. (2020). Interactive methods in teaching English. Tashkent: Pedagogy.
5. Torakulov, B. (2022). New approaches to language learning in military educational institutions. Tashkent: Military Academy publishing house.
6. Kadyrov, J. (2021). English textbooks and methodological manuals for schools of Higher Secondary Education. Tashkent: Science and education.
7. Rasulov, N. (2023). Teaching English in lyceums: theoretical and practical aspects. Tashkent: innovations in education.
8. Nasrullayev, F. (2020). Modern technologies in teaching English. Tashkent: innovative education.
9. Mirzaev, A. (2022). Organization of English classes in military lyceums. Tashkent: military education.
10. Saidov, T. (2021). Methodology for teaching English in schools of Higher Secondary Education. Tashkent: Pedagogy.