



IDENTIFYING CHALLENGES AND PROPOSING SOLUTIONS IN TEACHING ENGLISH AT MILITARY-ORIENTED LYCEUMS

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Abstract

The process of teaching English in military-oriented lyceums involves specific difficulties and problems. These problems can be related to students' motivation in language learning, methodological approaches, teacher qualifications, correspondence of textbooks and teaching materials, as well as requirements specific to the military direction. This article analyzes the main problems that arise when teaching English in military lyceums and offers effective solutions to solve them.

Keywords: English, communication, language, practical classes, materials, motivation, problems, methodological approaches, textbook.

Introduction

One of the main problems in learning English is low student motivation. Young people studying at military lyceums often perceive English only as a compulsory subject and it will be difficult for them to fully understand its practical significance. This reduces interest in language learning. Also, since the main goal of students in the military direction is to be effective in the military in the future, the lack of materials that are practical and professionally useful for them in the process of language learning causes a decrease in motivation. Another problem is that methodological approaches are not sufficiently modern and do not take into account the peculiarities of the military direction. Traditional methods are more commonly used in teaching English, which prevents students from increasing their activity and acquiring the language effectively. When teaching English in military lyceums, it is necessary to use interactive methods, communicative



approaches and technologies more widely. This helps to increase the ability of students to apply the language in a practical environment.[1]

Teacher qualifications are also an important factor. Teachers teaching English in military lyceums may often have insufficient knowledge of specific terminology and content related to the military field in addition to Language Teaching Methodology. This creates difficulties for students in learning a language in the professional field. Therefore, it is important for teachers to regularly participate in advanced training courses, get acquainted with special educational materials intended for the military sphere. The problem of textbook and educational materials is also relevant. English textbooks designed for military orientation are not sufficiently developed or existing textbooks are not suitable for the needs of students. As a result, students are unable to acquire enough of the specific vocabulary and speaking skills required to practice. To solve this problem, it is necessary to develop training materials adapted to military terminology and situations. It is also a problem that the language learning process does not focus enough on developing students' oratory activities. Most often, classes place a greater emphasis on grammar and vocabulary, but speech skills, especially verbal communication, listening comprehension, and developing written speech, receive less attention. In order to effectively communicate in English in the military sphere, it is important to develop speech skills. Another problem can be shown to be insufficient attention to the individual abilities and needs of students. In military lyceums, many students have different levels of English proficiency, with different learning styles and speed. However, classes are often conducted on a general approach, leading to some students lagging behind in language learning.[2]

A number of solutions can be offered to solve problems. First of all, to increase the motivation of students, it is necessary to organize classes that reveal the practical importance of the English language in the military sphere. For example, the use of English-language texts, audio and video materials used in a military context, conducting dialogue exercises based on real-life situations increase motivation. Improving methodological approaches is also important. Methods such as interactive methods, group work, Role-Playing Games, project-based learning should be used. Also, modern technologies – such as online platforms, mobile applications, and virtual laboratories-make language learning more interesting and effective. To improve the skills of teachers, special courses should



be organized, seminars on military terminology and language training in a professional context should be held. This allows teachers to better understand students' needs and prepare appropriate classes. It is also important to update textbooks and teaching materials, adapt to the military direction. Special dictionaries, dialogues, situational assignments and audio-video materials should be developed. This helps students form skills to practice the language. Special attention should be paid to the development of speech skills. The lessons should contain more exercises aimed at developing listening comprehension, verbal communication and written speech. This makes it possible for military-oriented professionals to communicate effectively in English. To strengthen the Individual approach, it is important to distinguish the level of classes, organize additional assistance courses, draw up a personal plan that takes into account the needs and abilities of students. Through this, each student is able to develop their potential to the maximum.[3]

Teacher training is an important factor in improving the effectiveness of the process of teaching English in military lyceums. In military lyceums, English is studied not only as a foreign language, but also as a means of communication necessary for professional and military activities. Therefore, the process of teacher training is aimed not only at improving the methodologies of teaching the language, but also to convey special terminology and communication skills that are important for the military sphere. Skill development programs allow teachers to master modern pedagogical approaches, interactive teaching methods and technologies. This will help make the lesson process more interesting and effective. New techniques and techniques are used to attract the attention of students, develop their speech skills, understand by listening and improve their writing skills. Thus, teachers serve to increase the level of English proficiency of students by constantly updating their knowledge.[4]

Professional knowledge of teachers is also important in teaching English in military lyceums. The development of training programs and materials specially prepared for the military sphere, teaching military terminology, as well as training aimed at applying the language in military situations are one of the main directions in the process of teacher training. This allows students to delve into the language not only in theory, but also in practical terms. In the process of professional development, teachers will have the opportunity to exchange experience among themselves, discuss new knowledge and participate in



practical training. This helps to improve their pedagogical skills, to organize classes more efficiently. Through the use of modern pedagogical approaches and innovative technologies, teachers introduce new techniques in teaching English, which increases students' interest in learning the language. Skill development programs also teach teachers ways to identify and overcome the difficulties that arise during language learning. Through the use of teaching methods adapted to the individual characteristics of students, their abilities and needs, each student's chances of success increase. This further improves the quality of teaching English in military lyceums.[5]

The process of training teachers will also help to introduce new educational materials and textbooks in teaching English in military lyceums. With the help of modern textbooks and interactive learning resources, students learn the language more efficiently. Teachers, having mastered new materials, will be ready to apply them correctly and efficiently in classes, which will increase the quality of the learning process. In addition, skill development allows teachers to develop a communicative approach to teaching the language. Teaching English not only as grammatical rules and vocabulary, but also as a means of real communication, the possibilities of introducing techniques aimed at improving the skills of practical application of the language of students expand. This makes the language learning process in military lyceums more interactive and effective. Skill development programs teach teachers to apply new pedagogical technologies, including computer-aided education, online resources, and Multimedia Tools. With these technologies, classes become more interesting and interactive, allowing students to concentrate and increase their motivation to learn a language. In military lyceums, such an approach raises the process of language learning to the level of modern requirements.

Also, in the process of professional development, teachers develop skills for analyzing, assessing the effectiveness and improving their pedagogical activity. This makes it possible to plan classes, monitor the results of students and support their individual achievements. This approach to teaching English in military lyceums significantly increases the quality of Education. Teacher training also increases the importance of pedagogical Ethics in teaching English in military lyceums. Teachers learn to follow professional and ethical rules when dealing with students. This helps to make the learning environment positive and supportive, increasing students' enthusiasm for learning. Another important



aspect is that skill development teaches teachers to take into account cultural and linguistic characteristics when teaching English in military lyceums. Issues such as variants of the English language in different regions, intercultural communication, context-sensitive application of the language expand the range of knowledge of teachers. This helps students learn the language more deeply and more efficiently. At the same time, within the framework of advanced training programs, teachers get acquainted with new pedagogical research and scientific approaches. This makes it possible to constantly improve their teaching process, to comply with modern educational standards. This approach to teaching English in military lyceums serves to ensure a high level of quality of Education. The process of training teachers has a huge impact not only on improving their professional knowledge, but also on their personal and professional development. This increases teachers' interest in work, reinforces their commitment to the profession, and consequently leads to better quality education for students. The process of training teachers in teaching English in military lyceums should be continuous and systematic. This process ensures that teachers regularly acquire new knowledge and skills. Thus, the process of teaching English in military lyceums is constantly developing in accordance with modern requirements and the needs of students. As a result, teacher training is a key factor in improving the quality of teaching English in military lyceums. Through this process, teachers will be prepared to update their knowledge and skills and apply modern pedagogical approaches. At the same time, the process of language learning in military lyceums becomes more interactive, effective and practical. The level of language acquisition of students increases, positively affects their professional and personal development. Thus, teacher training is important in teaching English in military lyceums not only to improve the quality of education, but also to change the attitude of students to the language in a positive way, preparing them for international dialogue. This process is an important step towards the modernization of the military education system and its adaptation to international standards.[6]

Effective methodological approaches to teaching English in military-oriented lyceums are based on several basic principles. These approaches are aimed at strengthening the process of language learning not only theoretically, but also practically, taking into account the special needs and requirements of the military sphere. First, the communicative approach is the most effective method for



teaching English in military lyceums. This approach emphasizes teaching language as a practical means of communication. Teaches students to actively use language in real-life situations, such as military Assignments, International Communication, or understanding technical documentation. Thus, the language learning process is interactive, and students develop speech skills, listening comprehension, and written expression skills. Secondly, the task-oriented approach plays an important role in teaching English in military lyceums. In this method, students are given specific goals and objectives, such as understanding military orders, reading technical descriptions, or writing a report on military equipment. Teaching language through tasks encourages students to think actively and prepares the language for practical application. Thirdly, an integrated approach is also effective. In this approach, the teaching of English is combined with military subjects. For example, terminology and concepts in Physics, Chemistry or military technology are taught in English. This not only increases language knowledge, but also helps to improve a special vocabulary in the military field. Fourth, interactive and technological approaches increase efficiency in teaching English in military lyceums. With the help of computer programs, online platforms, multimedia tools and simulations, students learn the language more interestingly and efficiently. These techniques increase student motivation and develop practical language application skills. Fifth, an individual approach is important in teaching English in military lyceums. The level of language learning, skills and needs of each student are taken into account. The teacher draws up individual plans to identify and support students ' weaknesses. This approach encourages students to develop their abilities to the maximum. Sixth, the contextual approach is also effective. Teaching English in a military context, i.e. emphasizing the use of the language within military situations, assignments, and communication, increases students ' ability to understand and apply the language. This approach makes language learning more meaningful and practical.

The project-based approach can be used to teach English in military lyceums. Students work in groups, prepare projects in English on military topics, make presentations. This method develops the skills of active language use and teamwork. In last place, the continuous assessment and reflection approach allows effective control of the language learning process. The knowledge and skills of students are regularly evaluated, the results are analyzed, teaching

methods and materials are improved, depending on the need. Thus, communicative, task-oriented, integrated, interactive, individual, contextual, project-based and continuous assessment approaches are more effective in teaching English in military-oriented lyceums. When these methodological approaches are used together, the language learning process becomes more efficient, interesting and practical, significantly increasing the level of language acquisition of students.[7]

Conclusion:

In conclusion, an integrated approach is necessary to solve the problems that arise in the process of teaching English in military-oriented lyceums. Effective English language learning can be ensured by increasing motivation, updating the methodology, improving teacher skills, adapting textbooks, and strengthening an individual approach. This will serve to improve the professional qualifications of specialists working in the military field in the future.

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