



## TYPOLOGY OF CHALLENGES IN TEACHING A FOREIGN LANGUAGE TO STUDENTS OF MILITARY SCHOOLS

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**Abstract:** Although military- academic lyceums were established a few years ago, there are still some issues yet to be solved. This article will address to the typology of problems encountered when teaching a foreign language to military school students and explore potential solutions.

**Key words:** challenges, communicative competence, military vocabulary, strategies, military learners.

**Annotatsiya:** Harbiy-akademik litseylar tashkil etilganiga bir necha yil bo'lgan bo'lsa-da, hali o'z yechimini kutayotgan muammolar mavjud. Ushbu maqolada harbiy maktab o'quvchilariga chet tilini o'rgatishda yuzaga keladigan muammolar tipologiyasi va uning muqobil yechimlari ko'rib chiqiladi.

**Kalit so'zlar:** muammolar, kommunikativ kompetentsiya, harbiy lug'at, strategiyalar, harbiy o'quvchilar.

### INTRODUCTION

Due to the fact that English is the third most spoken language in the world, learning and teaching the language play a crucial part in the educational system. It is either one of the official languages or the official language in most nations. All levels of students are taught the language extensively. Being able to speak and communicate as a native speaker is the major goal of both language learning and teaching in education. For those who want to advance their global competency, the fact that English-language content dominates the online realm is a significant incentive to study the language. The first President of the Republic of Uzbekistan Islam Karimov signed a decree "On measures to further improve foreign language learning system". According to the decree, foreign languages, mainly English, gradually throughout the country would be taught from the first year of schooling in the form of lesson-games and speaking games. Nowadays, the improvement of language users can be seen everywhere. It has influenced not only in the specialized language schools, but also in military academic lyceums which are called "Temurbeklar maktabi". "Temurbeklar maktabi" Military Schools are militarized



boarding schools for boys 14-18. They were founded by decree of President Shavkat Mirziyoyev, on 28 June 2019, in a resolution “On additional measures to improve the system of military-patriotic education of young men and training of a personnel reserve for the Armed Forces of the Republic of Uzbekistan and public service. According to the presidential decree, the schools' two-year study programs have an annual quota of either 100 or 150 cadets. Graduates from the campuses of the schools are typically admitted to higher military educational institutions of the Armed Forces, where they start their studies for an officer's commission. Although these academic lyceums emphasize military education and training, their primary objective is to properly instruct students in foreign languages. Focusing on communicative ability is advised since it plays a crucial role in the teaching of a new language[4].

## DISCUSSION

Teaching foreign languages to students in military schools presents unique challenges that require a comprehensive understanding of various factors. This article will address to the typology of problems encountered when teaching a foreign language to military school students and explore potential solutions. By identifying and addressing these challenges, educators can enhance language instruction in military schools, fostering effective communication skills among future military personnel.

1. Language Background and Skills Variation: One of the primary challenges in teaching foreign languages to students in military schools is the significant variation in language backgrounds and skills. Students may come from diverse linguistic backgrounds, each with varying levels of proficiency in the target language. This variation can result in an uneven classroom environment, leading to difficulties in adequately addressing the needs of all students.

To address this, teachers should assess the language proficiency of individual students and create customized learning plans. This may involve dividing the class into smaller groups or providing additional support to students with lower language levels. Proper placement and differentiated instruction can ensure better progress for all students.

### 2. Time Constraints:

Military schools have rigorous training schedules, limiting the amount of time allocated for foreign language instruction. Students may receive only a few hours of instruction per week, which can impede the development of language skills. Due to



limited contact hours, teachers must optimize their teaching strategies to maximize learning within the available timeframe.

To overcome this challenge, educators can prioritize essential linguistic skills such as listening comprehension and speaking. Integrating interactive and communicative activities into the curriculum can enhance language acquisition within shorter periods. Utilizing technology, audiovisual materials, and immersive experiences can also help mitigate time constraints and enable students to practice the language more frequently.

### 3. Specific Vocabulary and Terminology:

Military schools require language instruction that caters to the specific vocabulary and terminology associated with the military context. Teaching military-related vocabulary and terminologies can be challenging due to their domain-specific nature and the need for accurate usage. Inadequate incorporation of domain-specific language can hinder effective communication, potentially leading to misunderstandings or misinterpretations in critical situations.

To address this, language instructors should collaborate with military personnel or experts to develop appropriate teaching materials. Incorporating authentic materials, such as military texts, speeches, and documents, can familiarize students with the specific language they will encounter in their future roles. Furthermore, teachers can incorporate contextualized language activities, role-plays, and simulations to reinforce understanding and proper usage of military-specific vocabulary.

### 4. High-Stress Environments:

Military schools often expose students to high-stress environments due to the demanding nature of the training programs. The stress associated with military training can affect students' ability to concentrate, retain information, and engage actively in language learning activities. Overcoming this challenge requires educators to design instructional strategies that account for the unique psychological and emotional states of military students.

Implementing stress-reduction techniques, such as mindfulness exercises, can help students relax and maintain focus during language learning sessions. Additionally, incorporating physical activities or competitions into language lessons can harness students' competitive spirit, promoting engagement and alleviating stress levels.

### 5. Limited Opportunities for Language Immersion:



Unlike students studying foreign languages abroad, students in military schools may have limited exposure to native speakers or an immersive language environment. Restricted access to native speakers, cultural contexts, and authentic linguistic input can hinder the development of fluency and natural language use.

To address this challenge, teachers can leverage technology by integrating virtual language exchange programs or arranging video conferences with native speakers. Creating opportunities for students to interact with the target language community, either through online platforms or guest speakers, can also enhance their linguistic and cultural understanding.

### CONCLUSION

Teaching English to military learners in academic lyceums is a complex task that requires educators to address specific challenges related to the learners' backgrounds, priorities, and learning needs. By implementing strategies that consider individual requirements, provide relevant content, integrate military-specific vocabulary, and promote motivation and discipline, instructors can create an engaging and effective English language learning environment for military learners in academic lyceums. Teaching a foreign language to students in military schools requires educators to address typologies of problems unique to this context. By recognizing the variations in language backgrounds, optimizing time constraints, incorporating specific military vocabulary, managing high-stress environments, and seeking opportunities for language immersion, educators can create effective language learning environments within military schools. Through targeted strategies and tailored approaches, language instruction can equip future military personnel with the linguistic skills necessary for successful communication in multilingual and culturally diverse contexts.

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