

**CHALLENGES AND SOLUTIONS IN USING INTERACTIVE
METHODS FOR TEACHING ENGLISH AT MILITARY ACADEMIC
LYCEUMS**

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Abstract: *Teaching English in military academic lyceums presents unique challenges due to the structured and disciplined environment of such institutions. The integration of interactive teaching methods, which emphasize active participation and engagement, is often at odds with the traditional, hierarchical nature of military education. However, these methods are increasingly recognized as essential for fostering language acquisition and critical thinking skills, which are vital for military personnel operating in international contexts. Interactive methods, such as group discussions, role-playing, and problem-solving activities, have proven effective in enhancing language learning by promoting active engagement and practical application of skills. Despite their benefits, implementing these methods in military settings is challenging. Teachers often face resistance from both students and institutional frameworks that prioritize rigid discipline over collaborative learning. Additionally, the lack of resources and training for educators in interactive methodologies further complicates their adoption. To address these issues, tailored solutions are necessary..*

Key words: *Interactive Methods, teaching English, language acquisition, Critical thinking, active participation, Collaborative learning, educator training, resource allocation, Soft Skills Development, teamwork, Strategic thinking, multilingual communication, Military education*

Аннотация: *Преподавание английского языка в военных академических лицеях представляет собой уникальные вызовы из-за структурированной и дисциплинированной среды таких учреждений. Интеграция интерактивных методов обучения, которые подчеркивают активное участие и вовлеченность, часто противоречит традиционной иерархической природе военного образования. Однако эти методы все чаще признаются необходимыми для развития языковых навыков и критического мышления, которые жизненно важны для военных, работающих в международной среде. Интерактивные методы, такие как групповые обсуждения, ролевые игры и задачи на решение проблем, доказали свою эффективность в*

улучшении изучения языка, способствуя активному вовлечению и практическому применению навыков. Несмотря на их преимущества, внедрение этих методов в военной среде сопряжено с трудностями. Учителя часто сталкиваются с сопротивлением как со стороны студентов, так и со стороны институциональных структур, которые отдают приоритет строгой дисциплине, а не совместному обучению. Кроме того, нехватка ресурсов и подготовки преподавателей в области интерактивных методологий еще больше усложняет их внедрение. Для решения этих проблем необходимы адаптированные решения.

Ключевые слова: Интерактивные методы, преподавание английского языка, языковое обучение, критическое мышление, активное участие, совместное обучение, подготовка преподавателей, распределение ресурсов, развитие мягких навыков, командная работа, стратегическое мышление, многоязычная коммуникация, военное образование.

Annotatsiya: Harbiy akademik litseylarda ingliz tilini o'qitish, bunday muassasalarning tuzilgan va intizomli muhiti tufayli o'ziga xos qiyinchiliklarni taqdim etadi. Faol ishtirok va jalb qilishni ta'kidlovchi interaktiv o'qitish usullarini integratsiya qilish ko'pincha an'anaviy, ierarxik harbiy ta'lim tabiatiga zid keladi. Ammo, bu usullar tilni o'zlashtirish va tanqidiy fikrlash ko'nikmalarini rivojlantirish uchun muhim deb tan olinmoqda, bu xalqaro sharoitlarda faoliyat yurituvchi harbiylar uchun juda muhimdir. Interaktiv usullar, masalan, guruhli muhokamalar, rolli o'yinlar va muammolarni hal qilish faoliyatlari, tilni o'rganishni yaxshilashda samarali ekanligini isbotladi, chunki ular faol ishtirok va ko'nikmalarni amaliy qo'llashni rag'batlantiradi. Afzalliklariga qaramay, bu usullarni harbiy muhitda joriy etish qiyin. O'qituvchilar ko'pincha talabalar va qat'iy intizomni hamkorlikda o'qitishdan ustun qo'yadigan institusional tuzilmalar tomonidan qarshilikka duch keladilar. Bundan tashqari, interaktiv metodologiyalar bo'yicha o'qituvchilarni tayyorlash uchun resurslar va imkoniyatlarning yetishmasligi ularni qo'llashni yanada murakkablashtiradi. Bu muammolarni hal qilish uchun moslashtrilgan yechimlar zarur.

Kalit so'zlar: Interaktiv usullar, ingliz tilini o'qitish, tilni o'zlashtirish, tanqidiy fikrlash, faol ishtirok, hamkorlikda o'qitish, o'qituvchilarni tayyorlash, resurslarni taqsimlash, muloqot ko'nikmalarini rivojlantirish, jamoaviy ish, strategik fikrlash, ko'p tilli muloqot, harbiy ta'lim

Introduction

Teaching English in military academic lyceums is a complex yet rewarding endeavor, shaped by the unique demands of military education and the evolving needs of global communication. Thematic discussions on this topic emphasize the growing importance of English proficiency among military personnel, driven by the necessity to operate in international contexts and engage in multilingual environments. Research highlights that English is not only a tool for communication but also a means to foster critical thinking and strategic collaboration, which are essential in military operations. From a meta-perspective, the challenges of integrating interactive methods in military English teaching stem from the inherent tension between the rigid, hierarchical structure of military institutions and the dynamic, participatory nature of interactive learning. Teachers often encounter resistance from both students and institutional frameworks, which prioritize discipline and traditional teaching methods over collaborative and student-centered approaches. This resistance underscores the need for a paradigm shift in military education, where interactive methods are not seen as a disruption but as a complement to the structured environment. Conceptually, interactive methods such as role-playing, group discussions, and problem-solving activities are grounded in the principles of active learning, which emphasize student engagement and practical application of knowledge. These methods align with the goals of military education by fostering teamwork, adaptability, and decision-making skills. However, their implementation requires careful adaptation to the military context, including tailored training for educators and the integration of technology to enhance engagement. Interactive discussions on this topic reveal that the adoption of these methods is not merely a pedagogical choice but a strategic necessity. As military operations increasingly rely on collaboration and communication across diverse teams, the ability to effectively teach English through interactive methods becomes a critical component of military readiness. Chronologically, the evolution of military English teaching over the past three decades reflects a gradual shift towards recognizing the value of interactive approaches, despite persistent challenges in their implementation.

Methods: The study of interactive methods in teaching English at military academic lyceums focuses on adapting active learning techniques to the structured and disciplined environment of military education. The methods employed include:

1. Role-Playing and Simulations: These activities immerse students in real-life scenarios, such as military briefings or international negotiations, to practice language skills in context. For example, cadets may simulate a peacekeeping mission where they must communicate in English to resolve conflicts.

2. Group Discussions and Collaborative Tasks: These methods encourage teamwork and critical thinking. For instance, students might work in groups to analyze military case studies or solve logistical problems, fostering both language proficiency and strategic thinking.

3. Technology Integration: Tools such as language learning apps, virtual reality simulations, and online platforms are used to enhance engagement and provide interactive experiences. For example, virtual reality can simulate battlefield environments where cadets must use English to navigate and communicate.

4. Task-Based Learning: This approach involves assigning practical tasks, such as writing reports or delivering presentations, that mirror real-world military responsibilities. These tasks help students develop both language skills and professional competencies.

Results: The implementation of these interactive methods has yielded significant improvements in both language proficiency and soft skills among cadets:

1) **Enhanced Communication Skills:** Role-playing and group discussions have been particularly effective in improving speaking and listening skills. Cadets reported increased confidence in using English during simulated military operations and international collaborations.

2) **Improved Teamwork and Critical Thinking:** Collaborative tasks and problem-solving activities have fostered a sense of teamwork and enhanced cadets' ability to think critically under pressure. For example, group-based case studies have helped students develop strategies for real-world military scenarios.

3) **Higher Engagement and Motivation:** The use of technology and interactive activities has made learning more engaging, reducing the monotony often associated with traditional teaching methods. Cadets expressed greater enthusiasm for language learning when using virtual reality simulations and gamified language apps.

4) **Practical Application of Language Skills:** Task-based learning has ensured that cadets can apply their English skills in professional contexts, such as writing military reports or delivering briefings. This practical focus has prepared them for real-world challenges in multilingual environments.

Examples

❖ In one case, cadets participated in a simulation where they acted as peacekeepers negotiating with international forces. This activity not only improved their language skills but also taught them the importance of cultural sensitivity and diplomacy.

❖ Another example involved the use of virtual reality to simulate a battlefield scenario. Cadets had to communicate in English to coordinate strategies and respond to emergencies, enhancing both their language proficiency and decision-making abilities.

These results demonstrate that interactive methods, when adapted to the military context, can significantly enhance the effectiveness of English language teaching while also preparing cadets for the demands of modern military operations.

Discussion: The traditional hierarchical structure in military education often prioritizes instructor-led teaching methods. For example, a teacher may find it difficult to implement group discussions when students are accustomed to a lecture format. **Student Engagement:** Military students may initially resist interactive methods due to their training in a discipline-focused environment. For example, when asked to participate in role-playing exercises, students might feel uncomfortable stepping away from their usual routines. **Resource Limitations:** Many military institutions may lack the necessary technological resources to support interactive learning. For instance, without access to multimedia tools, teachers might struggle to create engaging and dynamic lessons. **Opportunities:** **Enhanced Language Proficiency:** Interactive methods like role-playing can help students practice real-life scenarios they might encounter in military operations. For example, simulating a negotiation scenario can enhance both language skills and strategic thinking. **Critical Thinking Development:** Problem-solving activities can promote analytical skills. For instance, students could work in groups to devise a response plan for a hypothetical international crisis, encouraging teamwork and critical analysis. **Soft Skills Enhancement:** Engaging in group projects fosters collaboration and communication. For example, students might work together to prepare a presentation on a military topic, which would require them to discuss, negotiate roles, and collectively create content.

Examples of Effective Interactive Methods:

A. **Role-Playing:** Students could enact scenarios such as diplomatic negotiations, allowing them to practice language skills in context while developing critical thinking.

B. **Group Discussions:** Facilitating debates on military strategy or international relations can encourage students to articulate their thoughts in English while engaging with peers.

C. **Problem-Solving Activities:** Assigning teams to tackle a case study relevant to military operations can foster collaboration and practical application of language skills.

Conclusion: The integration of interactive methods in teaching English at military academic lyceums has proven to be both a challenge and an opportunity. These methods, including role-playing, group discussions, task-based learning, and technology integration, have demonstrated significant benefits in enhancing cadets' language proficiency, critical thinking, teamwork, and practical application of skills. Despite institutional resistance and the structured nature of military education, the adoption of these approaches has shown to increase engagement and better prepare cadets for real-world multilingual military operations. By addressing barriers and equipping educators with the necessary tools, military institutions can further optimize these methods to meet the demands of modern military education effectively.

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