

**NEW APPROACHES TO TEACHING FOREIGN LANGUAGES IN MILITARY
EDUCATIONAL INSTITUTIONS**

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Annotation: The article deals with important information about interactive methods for teaching English in military educational institutions. On the other hand, key concepts of teaching foreign languages in military educational institutions were noted.

Key words: *military educational, military-technical topics, meaningful perception, activity-based essence, humanistic approach, technical specialties.*

English is international and also the richest language in the world. It has a great influence all over the world. Undoubtedly, the modern world cannot think without English. In our country, we also understand the importance of the English language. So, all of us should learn English with close attention. We can satisfy our inner needs with our mother tongue. On the contrary, we cannot conduct our national and international affairs without the English language. That is, the importance of learning English is increasing day by day in most countries of the world. Teaching a foreign language in a military educational institution is currently particularly relevant, as changes in the nature of education are increasingly orienting it towards the development of creative initiative, independence of future specialists[1]. One of the main tasks of studying a foreign language at a military university is to prepare a future specialist for reading and understanding without a dictionary of texts on military-technical topics, as well as conducting a conversation on professionally oriented topics. Understanding the text implies the identity of the conclusions drawn by the reader - the recipient of information with the intention of the author - the sender of information. It is based on knowledge and a deep, complete understanding of the subject or phenomenon described in the text. Understanding is a communicative act between the author of the text and his recipient [3]. The process of learning to understand what is read should begin with structural-verbal analysis of the text and follow the path of meaningful perception of the text being read, search and find all the details and subtleties of the information received

Nowadays, the global goal of mastering a foreign language is considered to be the introduction to a different culture and participation in the dialogue of cultures. This goal is

achieved by developing the ability to cross-cultural communication. It is the teaching, organized on the basis of communicative tasks, of teaching foreign language communication, using all the tasks and techniques necessary for this, that is the hallmark of a foreign language lesson. The activity-based essence of communicative language learning is realized through a humanistic approach to studying. With this approach, positive conditions are created for the active and free development of the individual in the activity. In general, these conditions are reduced to the following:

- Learners get the opportunity to freely express their thoughts and feelings in the process of communication;
- Each participant of the communication remains in the focus of the others' attention;
- Participants of the communication feel themselves in safety from criticism, prosecution for mistakes and punishment. A humanistic approach means that learning is a process of cognitive activity during the lesson. Teaching foreign languages should implement the principle of continuous language education in the field of foreign language learning, which corresponds to the contemporary needs of the individual and society. The objectives set for the subject "Foreign language" should be solved by a methodically competent teacher who knows modern technologies of teaching a foreign language, who knows the psychological and pedagogical characteristics of the learners[2].

As we mentioned above the fundamentals of teaching any discipline, including foreign language, are didactic principles. They are considered to be as starting points that determine the strategy and tactics of learning at each point in the learning process, as they are related to goals, content, methods, techniques, organization of training and are manifested in a certain relationship and interdependence. Among the most important general didactic principles of formation of professional foreign language competence we single out the following: the principle of activity in learning; interdisciplinary integration; novelty; authenticity, systematicity and consistency; independence and consciousness; professional orientation of the content and methods of teaching, which is leading for professionally oriented study of foreign languages by military of technical specialties. Education in any higher military educational institution is regarded as a purposeful, systematic and consistent process, which follows a certain system of principles and ensures its effectiveness.

Among the most important general didactic principles of formation of foreign language competence S. Barsuk singles out the following: the principle of activity in learning;

interdisciplinary integration; novelty; taking into account individual characteristics; systematicity and consistency; independence and consciousness; professional orientation of the content and methods of teaching, which is leading for professionally oriented study of foreign languages by military of technical specialties[3]. The analysis of the principles showed that the main ones include both general pedagogical and specific principles that optimize the training of officers of the Armed Forces. Interactive technologies are based on cooperation and mutual learning that is why we think it is necessary to list them. The most commonly used forms of interactive technology are: Frontal form work on the following technologies: «Brainstorming (attack)», «Unfinished sentences»; cooperative form of work (in pairs or in small groups): «Face-to-face», «Aquarium», etc.; Interactive game: «Roleplaying game» (instructor – soldier, soldier – soldier) etc [4].

English is the dominant or official language in a number of countries, including many former territories of the British Empire. The rise of the British Empire provides many clues as to why the English language is so popular. People often want to know the best language in order to learn how to move forward in life. I think that learning English, an international language, is the best option. It is not enough to want to speak English fluently. To actually learn English, you have to enjoy learning English. Thanks to the development of technology, English plays an important role in many sectors. Including medicine, engineering and education, which, in my opinion, is the most important arena where English is needed. If we want to build a career in travel, English is absolutely essential. As the international language of aviation, pilots and flight attendants must speak English. Even if you're not in the air, speaking English accurately will allow you to communicate with customers and suppliers around the world. A good understanding of communication in English makes it easier to travel the world. Since it is the main international common language for foreigners, knowing English makes it easy to get help in many parts of the world. There are many good reasons to learn a language. Five reasons why English is important:

1. This is an international common language
2. It's the language of academia
3. It gives us access to a lot of print media, online and in print.
4. It will come in handy when traveling
5. This is important if you want to work in international business or trade.

Summing up all given facts above it should be highlighted that To communicate with people from other countries, you need a good command of the language, especially English. Since it is the predominant language, it needs good and long verbal and non-verbal communication, which can be easily established when learning English. Summing up, it can be argued that the importance of studying English in non-linguistic specialties at the university is of great importance. The knowledge, skills and abilities of future specialists, formed in the process of teaching a foreign language at a university, are the main competence of future specialists for employment in a prestigious job and career advancement in the future. Culture in society depends on the knowledge of languages. Cultural education is an important aspect of the educational process. Language and culture are closely related, so the study of foreign languages at the university is of great importance in the process of shaping the personality of students. In order to form value orientations among students of non-linguistic specialties when teaching English at a university, our teachers use active teaching methods and techniques to achieve the goals of obtaining knowledge by students. In conclusion, we can say that the process of teaching foreign languages is the process of forming the linguistic personality of a modern specialist and simply an educated person.

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