



PROBLEMS OF TEACHING COMMUNICATIVE ENGLISH LANGUAGE AT THE MILITARY INSTITUTE OF THE NATIONAL GUARD OF THE REPUBLIC OF UZBEKISTAN AND THE WAYS OF ELIMINATING THEM

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ABSTRACT

Nowadays one of the main aims of military students at the Military-technical Institute of the National guard of the Republic of Uzbekistan is speaking good English. In order to reach this aim cadets need to have more communicative practice in the target language. This article explores the issues teachers encounter while teaching communicative English to their cadets at the National guard institute and gives some suggestions on how to organize their lessons and syllabus to make their English classes more communicative taking into account cadets' restricted daily routine.

KEYWORDS: *communicative English, cadets, problems, speaking, syllabus*

INTRODUCTION

Learning English is very important for servicemen of the Military Technical Institute of National Guard of the Republic of Uzbekistan. Teaching communicative English is one of the main requirements set in the curriculum of the military institute. Not only teachers but also cadets and military personnel of the institute try to do their best to achieve higher results both in teaching and learning English. Military personnel are tasked to use English in everyday communication. Two days-Monday and Friday are announced as English-speaking days. One of the most obvious issues is the number of hours allocated for teaching English which make the work of teacher quite demanding. In addition, cadets possess different levels of language skills and abilities from low to advanced, which makes the teacher's job even more difficult. Teacher must thoroughly choose the appropriate communicative tasks to match the levels of the whole class. Moreover, the choice of materials and textbooks for military English is not so wide, so the great responsibility lies with the teacher, finding the right materials, adapting the available resources to the cadets' level. Understanding all the difficulties that a teacher can face in teaching English to military can undoubtedly help him to be purposeful in carrying out his pedagogical mission in the preparation of qualified

military personnel who can confidently communicate in English.

OBJECTIVES

After the issue of the decree of the President of the Republic of Uzbekistan dated № 1875 "On improving the teaching of foreign languages in the Republic of Uzbekistan", the significance of English language has increased dramatically. For this reason the commanding officers of the military institute have set following objectives both for teachers and military staff:

- Teaching intensive communicative English language within short period of time;
- Knowing English to confidently communicate with foreign military and specialists in the spheres alike;
- Organizing and teaching communicative English to servicemen who serve in international organizations;
- Conducting intensive English language courses for the servicemen who maintain peace and carry out various trainings abroad;

Thus, to achieve the fore mentioned goals, spoken English remains as the main prerequisite for the successful fulfillment of the tasks assigned to the



military personnel and presenting our country with dignity.

Among all the language skills the ability to speak is of prior importance. Implementation of communicative language approach into our classroom is essential and mainly focuses on teaching vocabulary with the main stress on speaking activities that can eventually develop students' spoken language.

Acquisition of communicative competence by the students requires high professionalism from the teacher and hard work from students. Teacher should be open to new methods of teaching, set clear and achievable goals, consider himself as a partner and part of the class, and finally, taking into account the time constraints develop a special communicative syllabus which matches the needs of the students.

LITERATURE REVIEW

Teaching communicative language skills is not an easy job especially to adult military students. First and foremost, the teacher must clearly understand the essence of teaching the language in communicative way. According to Richards [2, C 43-45], the ability to communicate includes the following aspects:

1. Knowing how to use the language for different purposes and functions;
2. Knowing how to use the language depending on the situation (for example, knowing when to use formal and informal speech or how the use of language in writing differs from oral communication);
3. Knowing how to create and understand different texts (e.g. stories, reports, interviews, conversations);
4. Knowing how to support communication, despite the limitations of cognition (for example, using different communication strategies).

The fore mentioned aspects of communication skills are inseparable part of civilian tertiary syllabus and of the same importance for conducting communicative English course for military students. Let's have a thorough look into each aspect. The first one assumes that our students should know how to use military English for different military purposes and functions. For example, they may be asked to participate in real situations like calling for backup to maintain order where the strikes occur. In this case, they should know and appropriately use the terminology to successfully accomplish their tasks. The second case requires the students to use the target language either in formal situation or informal one. For example, servicemen use casual language expressions when talking to their service mates in the mess and are official when reporting to their superiors. The third case, seems to be quite demanding as it requires not only understanding of different types of military texts where most students don't feel difficulty of expressing but also tasks the students to produce well structured

verbal utterances such as orders, instructions, presentations, briefings etc. The fourth case requires the exchange of views and support of communication, despite the shortcomings in knowledge of contextual vocabulary the target language. The most important issue in this case is the transfer of the message and the ability of a speaker to send and receive verbal messages even by making slight grammar and structural mistakes. In this type of communication speaker's utterance makes sense and the listener is able to extract the main meaning of speaker's message. Thus, students mostly tend to use gestures and non-verbal language to express vague words in the situations like this. All of these four aspects can be found activated in the language classrooms by the teachers of civilian tertiary institutions and are the integral components of military communicative language classroom.

After identifying the components of communicative competence, the teacher must develop an effective communicative syllabus. The development of a military English-language communicative syllabus is a very difficult task due to the content of the subject and the amount of work-related goals, which must be completed during the course. At the military institute, a training program on English is developed, but not a special communicative one and this is a serious problem for English language teachers. Thus, it is teacher's responsibility to find the right materials and use them properly. The created syllabus should be adapted to the needs of the military students planning to work, serve and train in the organizations inside and outside our country.

According to Littlewood, the following question should be considered while creating a communicative syllabus: "the communicative appearance of the language can help the teacher to make the linguistic content of the course more relevant to the needs of the students, and the communicative appearance of the language can provide the teacher with alternative ways of organizing this content into educational units.

Nunan states that "First of all, we need to define the goals and objectives that we want to achieve in the course of communication" [4, C 106]. The course of military communication should ensure the practice of effective speaking skills in the military environment. Thus, the content is classified and organized according to the duration of the course. Teacher is also tasked to consider relevant terminology, functional language, military subjects and concepts. As noted by Littlewood, the teacher must have a checklist to predict communication needs. This checklist will help to answer some questions about situations that the teacher may encounter, the language activities in which he / she is involved, the most useful functions of the language and the most important topics and concepts. [3, C 82].



METHODOLOGY

In addition, finding the right materials from all available English resources is undoubtedly important in the development of Communicative syllabus. Teachers can use authentic materials, obtained from English books, newspapers, magazines, scientific journals, the internet, etc. These materials must relate to the military environment, that is, to actual situations from military life, battlefield, actual interviews, military expressions, and abbreviations. Materials, actual or adapted by the teacher, give students the right language content. Often teachers have to evaluate, design and develop their own communication tasks in military English due to lack of materials in the military language and should be highly selective in the wide range of instructional materials exercised by them in the classroom. Owing to this reason, it is necessary to carefully consider the communicative tasks that are compatible with the language skills of students, including role-plays, conversations, discussions, interviews, etc. It is for the teacher to assess whether this task is suitable for his audience and whether it will work properly for educational purposes. Hyland noted that "a regular course plan should be developed on the basis of needs analysis by selecting and editing content and tasks that lead to the desired learning outcomes" [5, C 81].

We can see that in teaching oral communication, teachers face many problems and difficulties and they are responsible for overcoming these obstacles in order to achieve their main goals - to increase the speech capability of the military students. Communicative English remains one of the main goals to achieve by our officers and cadets today. Therefore, communicative tasks are indispensable in improving their speaking skills. Such communicative tasks as role-plays, conversations, discussions, interviews should be used more actively in the current English language courses at the National Guard military and Technical Institute of the Republic of Uzbekistan. Currently, teachers of the Military Technical Institute widely use communicative activities in their classrooms. Cadets and officers are very interested in using functional language, which means they are very motivated and ready to improve their speaking skills. There are different points of view among teachers on the level of difficulty of the organized communicative activities and given assignments. Teachers prefer to use communicative activities, but often face difficulty in organizing them correctly. Preparation for them takes much time, and managing the classroom time is very difficult taking into consideration the mixed level groups. However, all teachers agree that the use of functional language improves the students speaking skills.

As for the materials for communicative speech development, the teachers responsible for the development of the syllabus should take into account certain aspects:

- Speech materials must be authentic;
- Teachers should use multiple resources such as military academic books, military journals, gazettes, Army manuals, military websites, etc.;
- Part of the materials must be adapted according to the needs of the cadets and level of language knowledge;
- Teacher must choose and adapt the speaking activities that they considers useful and effective.

CONCLUSION

In conclusion, it should be said that teaching speaking with the help of communicative tasks is not something unknown to the teachers of the Military Technical Institute of national guard of the republic of Uzbekistan. One of the main objectives of the military English course is to prepare qualified military personnel who can speak English fluently. Before starting a course of communicative English we must set clear and achievable goals. If military personnel are able to communicate freely in English in their work environment, it means that we as teachers have achieved our main goal of communicative English language course.

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