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**EFFECTIVE PEDAGOGICAL STRATEGIES FOR DEVELOPING
SPEAKING SKILLS OF MILITARY INSTITUTE CADETS
ABSTRACT**

This article focuses on the difficulties and importance of improving communication skills among cadets in Military Institutes, with exact emphasis on the function of modern pedagogical approaches in language learning process.

In modern military education systems, the improvement of speaking competence is considered an important part of professional training, as cadets are demanded to execute a wide range of communication-based activities. These activities consist of giving commands, presenting information, organizing team actions, and attending in both national and international military cooperation. As a result, efficient communication skills are not only an academic requirement but also a fundamental professional necessity for future officers (Richards, 2006, p. 15; Brown, 2007, p. 45).

The research identifies the impact of different interactive and learner-centered teaching methods focused on improving cadets' speaking skills. It focuses on communication-based methods, situational learning strategies, task-based instruction, and the integration of simulation technologies in the learning process. These methods make realistic and meaningful learning atmosphere where students of military institutes can experience and practice language usage in situations that are similar to actual military contexts. Such strategies and approaches provide the filling gap role between theoretical knowledge and practical communication skills required in operational settings.

The outputs of the research indicate that the disciplined and organized utilization of these pedagogical methods considerably enhances both linguistic proficiency and work-related speaking performance among students. Mainly, interactive teaching approaches and simulation-based learning style not only improve fluency and accuracy in speech but also enhance self-confidence, critical thinking, and the ability to respond effectively under pressure.

As a result, the research establishes, that modern pedagogical strategies and methods play a crucial role in strengthening the overall communicative competence of military institute students and preparing them for professional military service (Harmer, 2015, p. 62).

Keywords: speaking skills, military education, communicative competence, pedagogical strategy, simulation, interactive teaching

Introduction

In modern military education, one of the most important aims is not only practical and physical training but also the construction of military personnel with high professional communication skills. (Brown, 2007, pp. 285–290; Richards, 2006, pp. 13–21). Military institute students are required to execute communication-based assignments for example, guiding or controlling teams, transmitting commands, making solutions and decisions in different conditions, and attending in cross-border collaborations. In this case, communicative proficiency is not restricted to language acquisition; it also includes critical thinking, coherence of expression, and the ability to communicate properly in different professional contexts. (Johnson, 2001, p. 78). Communication skill is a vital part of this efficiency, as they enable students of military school to role effectively in both routine and high-pressure surrounding. On the other hand, improving these skills is difficult because it demands the combination of vocabulary, grammar, fluency, pronunciation, and critical thinking, all of these should be used and regulated with exact disciplines in military communication settings.

Effective pedagogical approaches - such as role plays, simulations, task-based learning, debates, and scenario-based communication activities—can provide cadets with meaningful and practical speaking practice. These strategies help to fill the gap between theoretical knowledge and real-life military communication requirements, encouraging confidence, accuracy, and fluency in speech. (Canale, M., & Swain, M. 1980 p1–47).

The Role of the Communicative Approach in Military Education

The communicative approach is a teaching method in which speaking and interaction are the central focus of language learning. According to this approach, language is not viewed merely as a system of grammatical rules but as a practical tool for meaningful communication in real-life situations (Richards, 2006, p. 20). In this sense, learners are encouraged to actively use the language for interaction rather than only studying its structural aspects.

In military education, the communicative approach plays an especially important role, as it helps cadets develop speaking skills through realistic and task-based practice. Military training requires precise and effective communication in situations such as giving commands, delivering reports, describing operational conditions, and coordinating team activities. These communicative tasks are taught more effectively when they are integrated into interactive and situational learning activities, allowing cadets to apply language in contexts similar to real military operations.

Furthermore, the communicative approach promotes the idea that language learning should be closely connected to practical experience. It supports cadets in developing not only linguistic accuracy but also fluency, confidence, and situational awareness in communication.

In this context, the teacher's role is not limited to transmitting language knowledge; instead, the teacher acts as an organizer and facilitator of communication processes, guiding cadets through interactive tasks and ensuring active participation in speaking activities. Overall, the communicative approach enhances the effectiveness of military language education by linking theoretical knowledge with practical application, thereby preparing cadets for real-life professional communication demands. (Harmer, 2015, p. 62). In this context, the teacher is a transmitter of language knowledge and an organizer of the communication process.

Russian scientist and at the same time researcher N. V. Koryakovtseva argues that communicative teaching approaches that are based on communication are mainly productive in cadets' education system. In the result of this approach learners their communication skill in professional interaction in a foreign language atmosphere. (Koryakovtseva, N. F. 2023,47–53.).

Application of Interactive Teaching Methods

Interactive methods are the main part of the language learning. It plays an important role in improving speaking skills. These methods are as follow : situational tasks, role-playing activities, problem-based learning, group discussions, debates (Nation and Macalister, 2010, p. 91) **Situational tasks:** Situational assignments let learners respond to real life communication situations. These help learners to practice language use with different contexts similar to real-life scenarios. (Gass & Mackey, 2015, p. 110)

Role-playing activities: Role-playing activities allow learners to act out different roles in imitated conversations. This method develops confidence and fluency in communication.

Problem-based learning: Problem-based learning demands learners to solve real-life or academic problems with the help of the using the target language. It promotes critical thinking and active application of language skills. (Gass & Mackey, 2015, p. 110).

Group discussions: Group discussions involve students to share ideas on an exact topic. They improve communicative skills, group work, and the ability to express opinions accurately.

Debates: Debates are organized discussions where students express contrary viewpoints. They encourage argumentation skills, vocabulary, and fluent speaking ability.

Use of Simulation and Technological Tools

Nowadays technologies that are applied in education system play a crucial role in military training. Simulation systems let cadets to practice real conflict and command situations in a secure surrounding. (Egbert, 2005, p. 53)

Situational Learning and Practical Communication Environment

The rules of situational learning is related to real-life experiments. In military education system, this is especially important because learners of this field must make correct decisions in real and stressful situations in the future. In this approach: real operational scenarios are created, cadets communicate within teams and speaking skills are developed under time constraints. As a result, cadets get not only theoretical knowledge but also practical communicative skills. (Salomon, 1993, p. 120)

Motivation and Psychological Factors

Motivation and psychological aspects also have great importance in this field. They also help to develop speaking skills of cadets. In military context, stress, responsibility, and discipline can impact on communicative skills. (Dörnyei, 2001, p. 33)

So, pedagogical approaches should take into consideration: boosting cadets' self-confidence, decreasing fear of making mistakes, giving positive feedback, establishing a motivating learning atmosphere. Accurate feedback from teachers helps to accelerate the development of cadets' communicative skills.

Conclusion

Russian scientist E. V. Musnitskaya says that dialogues and role plays during learning second language motivates to improve cadets' communicative approaches and communication activity. (Musnitskaya, E.V. 2019, p.112–118). The growth of communication skills among Military Institute students involves a complex teaching approach. Communicative teaching strategies, collaborative activities, digital simulation technologies, and contextual learning are the crucial parts of this process. The study demonstrates that the structured application of these strategies considerably develops students' both professional and daily communication skills. Accordingly, effective pedagogical strategies play an important role in the professional training of future officers.

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NƏZRRİN HİDAYƏTOVA

HƏRBİ İNSTİTUTDA KURSANTLARININ DANIŞIQ BACARIQLARININ İNKİŞAFI ÜÇÜN EFFEKTİV PEDAQOJİ STRATEGİYALAR

Bu məqalə Hərbi İnstitutlarda kursantlar arasında ünsiyyət bacarıqlarının inkişaf etdirilməsinin çətinliklərinə və əhəmiyyətinə diqqət yetirir və dil öyrənmə prosesində müasir pedaqoji yanaşmaların funksiyasına xüsusi diqqət yetirir.

Müasir hərbi təhsil sistemlərində nitq bacarıqlarının inkişaf etdirilməsi peşəkar təlimin vacib bir hissəsi hesab olunur, çünki kursantlardan geniş çeşiddə ünsiyyətə əsaslanan fəaliyyətləri yerinə yetirmələri tələb olunur. Bu fəaliyyətlər əmr verməkdən, məlumat təqdim etməkdən, komanda hərəkətlərini təşkil etməkdən və həm milli, həm də beynəlxalq hərbi əməkdaşlıqda iştirak etməkdən ibarətdir. Nəticədə, səmərəli ünsiyyət bacarıqları yalnız akademik tələb deyil, həm də gələcək zabitlər üçün fundamental peşəkar zərurətdir (Richards, 2006, s. 15; Brown, 2007, s. 45).

Tədqiqat kursantların nitq bacarıqlarının inkişaf etdirilməsinə yönəlmiş müxtəlif interaktiv və öyrənən mərkəzli tədris metodlarının təsirini müəyyən edir. Tədqiqat ünsiyyətə əsaslanan metodlara, situasiyaya əsaslanan təlim strategiyalarına, tapşırıq əsaslı təlimatlara və simulyasiya texnologiyalarının təlim prosesinə inteqrasiyasına yönəlmişdir. Bu metodlar hərbi institutların tələbələrinin həqiqi hərbi kontekstlərə bənzər vəziyyətlərdə dil istifadəsini təcrübə edə və tətbiq edə biləcəyi real və mənalı

təlim atmosferi yaradır. Bu cür strategiyalar və yanaşmalar əməliyyat şəraitində tələb olunan nəzəri biliklərlə praktik ünsiyyət bacarıqları arasındakı boşluğu doldurmaqda rol oynayır.

Tədqiqatın nəticələri göstərir ki, bu pedaqoji metodların intizamlı və mütəşəkkil istifadəsi tələbələr arasında həm dil səriştəsini, həm də işlə əlaqəli nitq performansını əhəmiyyətli dərəcədə artırır. Əsasən, interaktiv tədris yanaşmaları və simulyasiya əsaslı öyrənmə tərzii yalnız nitqdə səlisliyi və dəqiqliyi artırmaqla yanaşı, özünəinam, tənqidi düşüncə və təzyiq altında effektiv cavab vermək qabiliyyətini də artırır.

Nəticə etibarilə, tədqiqat müasir pedaqoji strategiyaların və metodların hərbi institut tələbələrinin ümumi ünsiyyət bacarıqlarının gücləndirilməsində və onları peşəkar hərbi xidmətə hazırlamaqda mühüm rol oynadığını müəyyən edir (Harmer, 2015, s. 62).

Açar sözlər: nitq bacarıqları, hərbi təhsil, ünsiyyət bacarıqları, pedaqoji strategiya, simulyasiya, interaktiv tədris

НАЗРИН ГИДАЯТОВА

ЭФФЕКТИВНЫЕ ПЕДАГОГИЧЕСКИЕ СТРАТЕГИИ РАЗВИТИЯ НАВЫКОВ УСТНОЙ РЕЧИ У КУРСАНТОВ ВОЕННЫХ ИНСТИТУТОВ

В данной статье рассматриваются трудности и важность улучшения коммуникативных навыков курсантов в военных институтах, с особым акцентом на роль современных педагогических подходов в процессе изучения языка.

В современных системах военного образования улучшение навыков устной речи считается важной частью профессиональной подготовки, поскольку от курсантов требуется выполнение широкого спектра коммуникативных действий. Эти действия включают отдачу приказов, представление информации, организацию командных действий и участие как в национальном, так и в международном военном сотрудничестве. В результате эффективные коммуникативные навыки являются не только академическим требованием, но и фундаментальной профессиональной необходимостью для будущих офицеров (Ричардс, 2006, с. 15; Браун, 2007, с. 45).

В исследовании рассматривается влияние различных интерактивных и ориентированных на обучающегося методов обучения, направленных на улучшение навыков устной речи курсантов. Основное внимание уделяется коммуникативным методам, стратегиям ситуационного обучения, обучению на основе задач и интеграции технологий моделирования в учебный процесс. Эти методы создают реалистичную и содержательную учебную атмосферу, в

которой студенты военных институтов могут получить опыт и попрактиковаться в использовании языка в ситуациях, аналогичных реальным военным условиям. Такие стратегии и подходы заполняют пробел между теоретическими знаниями и практическими коммуникативными навыками, необходимыми в оперативной обстановке.

Результаты исследования показывают, что дисциплинированное и организованное использование этих педагогических методов значительно повышает как языковую компетентность, так и навыки устной речи, необходимые для работы, у студентов. В основном, интерактивные подходы к обучению и стиль обучения на основе моделирования не только улучшают беглость и точность речи, но и повышают уверенность в себе, критическое мышление и способность эффективно реагировать в стрессовых ситуациях.

В результате исследование показывает, что современные педагогические стратегии и методы играют решающую роль в укреплении общей коммуникативной компетентности студентов военных институтов и подготовке их к профессиональной военной службе (Хармер, 2015, с. 62).

Ключевые слова: навыки устной речи, военное образование, коммуникативная компетентность, педагогическая стратегия, моделирование, интерактивное обучение

Rəyçi : filologiya elmləri doktoru, professor Fikrət Cahangirov