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**METHODS AND TECHNOLOGIES OF TEACHING CADETS WORDS WITH TEMPORAL MEANING***Samadova Svetlana Jontoshevna**Chirchik State Pedagogical University, Uzbekistan***ABOUT ARTICLE**

**Key words:** Methods and techniques, TPR (Total Physical response), Scaffolding, Timeline, true/false and Scavenger hunt, temporal words and word units.

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**Abstract:** This article discusses innovative methods and techniques of teaching temporal words and word units in English to cadets, such as TPR (Total Physical response), Scaffolding, Timeline, true/false and Scavenger hunt. The article presents the features of teaching a foreign language in a military university, which contributed to explain temporal words and word units effectively implemented in integrative classes. Especially methods as Timeline and Scavenger hunt were found to be very effective, the TPR method is convenient for cadets who like to be active, at the same time Scaffolding is very helpful for cadets who begin to speak.

**INTRODUCTION**

In the process of globalization, there is an increasing need for competitive personnel of the military in the world socio-cultural sphere, who can quickly adapt to the changing demands of the society. In this situation, it is important to motivate the cadets of higher military educational institutions to acquire English language skills, speak fluently and think independently. In order to succeed in learning the language, the teachers are required to organize the lessons in an interesting way. It is also effective to organize classes taking into account the methods of learning English by auditory, visual and kinesthetic. It is necessary to adapt the educational material not only to theoretical learning, but also to its practical acquisition skills.

We believe that it is appropriate to start the implementation with imitative methods, first of all with games. Language games can be divided into several classes:

- according to the purpose – communicative; grammatic; teaching reading comprehension, listening comprehension, speaking comprehension, phonetics and lexis;
- games for different aged language learners;
- based on the language proficiency levels of language learners;

- according to the form of holding the games: with a whole group, in small groups or in pairs, with or without technical aids, etc.

### Methodology

We can see from practice that more competitive games, active games, contests and quizzes are useful for our cadets, because mobility plays a key role in them. In most cases, the “true/false” game can be played with cadets in the lessons. This game is universal and can be adapted for different purposes. All group members are able to participate in this game. Teacher prepares colored cards: example blue and red. Before starting the game, the teacher explains the meaning of the colors after that red and blue cards are distributed to cadets. Participants listen to a series of statements on a certain topic. If the statement is correct, the participant shows a blue card, if it is wrong, a red card. When the teacher asks for the correct answer, the cadet who can say the correct option will get a high score.

Example: Our military school is founded on the 16th of November, 1918. False /True

There twelve faculties in our military school. False /True

Cadets, at the military school, study for four years. True/False

Every morning cadets run and do morning exercises. True/False

The lessons begin at 8:30 in the morning and are over at 15.00 in the afternoon at our military school. False /True

At the end of the game, the participant with the most points is determined. The effectiveness of this task is as follows:

- In a short time, the teacher will have an opportunity to check whether the whole group has understood the topic;
- He/she can identify the most frequently mistaken question and explain it;
- This game requires quick response and this quickness is one of the important qualities for the military profession.
- It is worth noting that this game has a problematic character, and the trainees will have to analyze the information to find the error, and be able to give the right answer using their knowledge.

Next interesting method is the “Scaffolding”. This concept in education is closely associated with the work of Lev Vygotsky, a Russian psychologist and educational theorist. Vygotsky proposed the idea of scaffolding as part of his sociocultural theory of learning, emphasizing the role of social interactions and support in cognitive development. Scaffolding is a teaching method that provides temporary support to learners as they develop new skills or knowledge. It involves a more knowledgeable individual, such as a teacher or peer, offering guidance and assistance to a learner. The goal is to gradually reduce this support as the learner gains independence. Scaffolding helps bridge the gap between what a learner can do independently and what they can achieve with support, promoting effective learning and skill acquisition. For example, cadets read a text about their daily routine. Now, they should speak about their own. Teacher writes key words on the board and cadets make sentences with them then with the help of these key words they speak about their daily routine.

Key words: reveille - Our day starts with reveille at 0600 hrs.

form up - We form up for the morning inspection at 0720 hrs.

have classes - We always have 3 classes from 0900 hrs till 1330 hrs.

mess – hall - After classes we form up, go to the mess - hall and have lunch at 1400 hrs.

self-study - Then we have self-study from 1500 hrs till 1800 hrs.

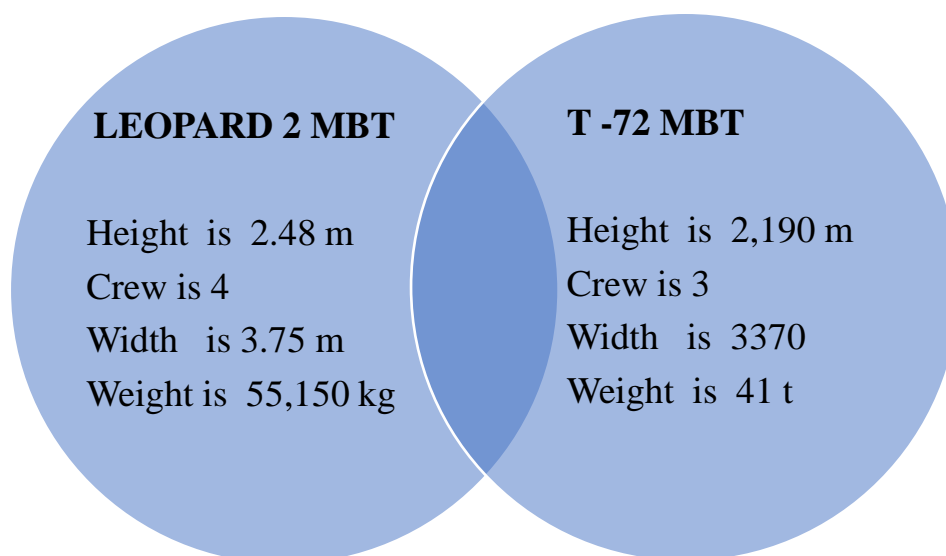
personal time - After dinner we have personal time from 2000 hrs till 2130 hrs.

evening roll-call - At 2140 hrs we have evening roll-call.

“lights out” signal - At 2200 hrs after the “lights out” signal we go to bed.

When explaining the degrees of adjective or adverb using a Venn diagram in activity “What is the best tank in the world?” works best. During the exercise, cadets first familiarize themselves with the technical characteristics of the tanks, and then compare them with each other. (Which one was produced first, which one is the fastest, which one has the most powerful engine, which is the most maneuverable and etc). Such exercises are more interesting for cadets than simple grammar exercises. For example: Adjectives: many (more), wide (wider), heavy (heavier), high (higher), few (fewer), narrow (narrower), light (lighter), short (shorter)

Leopard 2 is higher than T-72 – T-72 is shorter than Leopard 2.



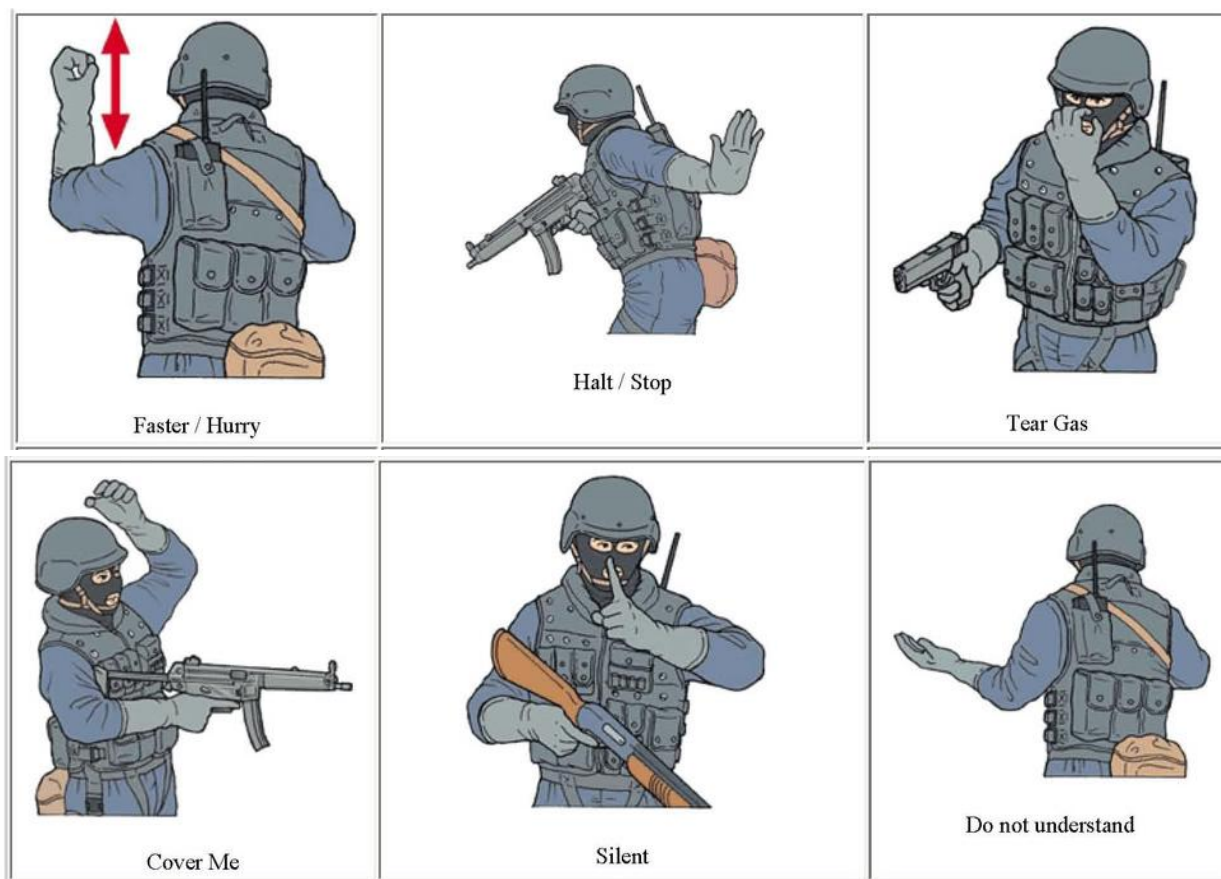
The third effective method is Audio-Lingual Method, it is a language teaching approach that gained popularity in the mid-20th century, particularly in the 1950s and 1960s. It is rooted in behaviorist psychology and structural linguistics. Key features of the Audio-Lingual Method include:

- Oral-Aural Focus: Emphasis is placed on spoken language skills (listening and speaking) rather than written skills.
- Repetition: Learners are exposed to target language patterns through extensive repetition. This is believed to strengthen language habits.
- Drills: Various types of drills, such as repetition drills, substitution drills, and transformation drills are used to reinforce language patterns and structures.
- Mimicry: Learners are encouraged to imitate native speakers closely to develop accurate pronunciation and intonation.
- Structural Approach: The method often follows a structural syllabus, breaking down language into its component structures, with a focus on grammatical rules.
- Minimal Use of the Mother Tongue: The teacher typically avoids using the learners' native language to create an immersive environment for language learning.
- Use of Audio Materials: Audio materials, such as tapes and records, are central to this method, helping learners develop listening skills and accurate pronunciation.

The fourth method that we consider suitable for cadets is the Total Physical Response (TPR) method. It is a language teaching approach that emphasizes the importance of physical movement in the learning process. It was developed by Dr. James Asher in the 1960s. TPR is particularly effective for beginners and is often used in teaching second languages. Key features of TPR include associating vocabulary with

corresponding physical actions or gestures. Learners are encouraged to respond to commands in the target language by performing the associated actions, fostering a direct link between language comprehension and physical response. This method is based on the idea that language learning is most successful when it mirrors the natural process of acquiring a first language through listening and responding physically. TPR can be engaging and immersive, making it an effective tool for language instructors, especially in the early stages of language acquisition.

For example: Cadets are divided into two small groups; first group will show the gestures, second group will say them in English.



The next technique is “Timeline” activity. The origin of the “Timeline” card game series is tied to the publisher Asmodee. The first game in the series, “Timeline: Inventions,” was created by Frédéric Henry and released in 2010. Since then, the series has expanded to include various editions focusing on different themes, such as historical events, discoveries, and more. The success of the initial game led to the development of additional Timeline editions, providing players with diverse historical and educational experiences. “Timeline: Inventions” is a card game where players place historical events or inventions in chronological order. Each player starts with a set of cards, and the goal is to correctly place them in relation to existing cards on the timeline. The game tests players’ knowledge of historical timelines and can be both educational and entertaining. In order to use this game teacher splits group of cadets into two or three small groups. Each group is given a piece of paper with historical events, their task is to arrange events in chronological order. After putting them in order, they add temporal word such as firstly, secondly, thirdly, next, then, lastly, after, till/until.

For example: Moon landing-1969; World War II 1941-1945; Fall of the Berlin Wall-1989; American Declaration of Independence-1776; Declaration of Independence of Uzbekistan -1991; World War I – 1914-1918; Invention of light bulb-1879.

Among the events firstly happened event is the American Declaration of Independence. It was in 1776. Secondly Thomas Edison invented a light bulb in 1879. Thirdly World War I took place in 1914-1918. After the World War I followed World War II. It began in 1941 and lasted till 1945. Then in 1989 the Berlin Wall fell. Lastly in 1991 the declaration of Independence of Uzbekistan was announced.

The scavenger hunt is another interesting game to consolidate temporal words. It dates back to ancient Greece, where it was known as "sciraphein". The modern version gained popularity in the 1930s as a social game. Participants receive a list of items to find or tasks to complete, exploring the environment to accomplish the objectives. It's a fun and interactive activity often used for team-building, parties, or educational purposes. We adopted it to teach temporal words in our lessons.

How to play this game? Divide the group into 2 small groups. Cadets should put the sentences in order. After that they use temporal words as "firstly, secondly, thirdly, next, then, lastly, after, till/until, during, while" to connect sentences and make a text.

Prepare the battle dress - Lay out the battle dress on a clean and flat surface, ensuring all components are present, such as trousers, shirt, jacket, boots, and any additional accessories or equipment required.

Put on the undergarments - Begin by putting on any required undergarments, such as socks and underwear. Make sure they are comfortable and properly adjusted. Wear the trousers - Step into the trousers and pull them up to your waist. Fasten any buttons, zippers, or Velcro closures to secure them in place. Adjust the trousers to ensure a proper fit and comfort.

Put on the shirt - Slip into the battle dress shirt, making sure to button or fasten it according to the regulations. Ensure that all creases and folds are properly aligned. Wear the boots - Put on the appropriate boots or footwear specified for the battle dress. Lace them up or fasten them securely, ensuring a snug fit for optimal comfort and support.

Attach equipment and accessories - Depending on the specific requirements, attach any necessary equipment or accessories to the battle dress. This may include belts, holsters, pouches, or other items. Ensure they are properly secured and easily accessible.

Don the jacket - Put on the battle dress jacket and fasten any buttons, zippers, or closures as specified. Adjust the jacket for a proper fit, making sure it is comfortable and allows for freedom of movement.

Adjust the appearance - Take a moment to adjust and align the various components of the battle dress. Ensure that all creases, collars, cuffs, and other elements are neatly arranged and meet the regulations.

Check overall appearance - Stand in front of a mirror or have someone inspect your appearance to ensure everything is in order. Pay attention to details such as proper tucking of the shirt, correct alignment of badges or insignia, and adherence to any specific grooming standards.

In conclusion we can say that the usage of authentic (video and audio) materials, quizzes, roundtable discussions and discussions on various topics in the training sessions will serve to improve the English-speaking skills of the cadets. In the development of career-oriented speech skills of cadets, the adaptation of temporal words to Total Physical Response, Task-based, Scavenger hunt, Scaffolding, and Timeline technologies help cadets effectively.

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