

TEACHING MINISTRY OF INTERNAL AFFAIRS VOCABULARY TO HIGH SCHOOL STUDENTS: CHALLENGES AND STRATEGIES

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Abstract *This article examines effective strategies for teaching Ministry of Internal Affairs (MIA) vocabulary to high school students within the framework of English for Specific Purposes (ESP). MIA-related terminology, covering areas of law enforcement and public security, is often complex and context-dependent. A study was conducted with 25 11th-grade students who were introduced to MIA vocabulary through role-play, authentic texts, and multimedia resources. Findings indicated a 30% improvement in vocabulary retention, with students responding positively to real-life simulations and collaborative tasks. However, difficulties were observed in understanding abstract legal terms and in the limited availability of age-appropriate authentic materials. The results suggest that context-based teaching strategies significantly enhance both vocabulary learning and student motivation. The article concludes with pedagogical recommendations for integrating MIA vocabulary into high school curricula.*

Keywords: *ESP, MIA vocabulary, high school students, role-play, authentic materials, vocabulary acquisition*

Introduction

English for Specific Purposes (ESP) emphasizes tailoring language learning to specific academic or professional needs. For high school students, exposure to Ministry of Internal Affairs (MIA) vocabulary can prepare them for future roles in law enforcement and public service. However, the specialized and technical nature of this vocabulary poses challenges for learners and teachers. This article explores effective approaches for teaching MIA vocabulary, drawing on a small-scale study with high school students.

Literature Review

Previous studies highlight the role of contextualized input and task-based instruction in vocabulary learning (Nation, 2001; Schmitt, 2010). Authentic materials such as police reports and legal texts provide meaningful contexts (Dudley-Evans & St. John, 1998), while interactive strategies like role-play enhance motivation (Richards, 2015). Nevertheless, there is limited research on introducing law enforcement vocabulary to high school learners.

Methodology

Participants: 25 11th-grade students.

Duration: Four weeks.

Materials: Glossaries, authentic police texts, multimedia resources.
Activities: (1) Role-plays of law enforcement scenarios, (2) vocabulary reinforcement games, (3) group discussions on case studies.

Data Collection: Pre- and post-tests, classroom observation, student feedback surveys.

Results and Discussion

- Improvement: Students showed a 30% increase in vocabulary test scores.
- Engagement: Role-play activities generated higher motivation and improved contextual usage.
- Challenges: Students found legal terminology abstract and struggled with limited access to authentic, age-appropriate resources.
- Implications: Interactive, real-life tasks are more effective than rote memorization. Teachers should integrate multimedia and collaborative learning to maximize outcomes.

Conclusion

Teaching MIA vocabulary to high school students is both feasible and beneficial when supported by interactive, authentic, and context-based methods. While challenges exist in material selection and abstract terminology, role-play and multimedia approaches significantly improve learning outcomes. Future research should investigate the long-term impact of such methods and develop more specialized teaching materials for secondary education.

References

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