APPROACHES TO TEACHING ENGLISH TO EMERGENCY MANAGEMENT CADETS THROUGH AUTUMN–WINTER EMERGENCY PREVENTION CONTENT

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Abstract. This article examines scientifically grounded methods for integrating autumn–winter emergency prevention themes into the process of teaching English to cadets of the Ministry of Emergency Situations (MES). Considering that professional foreign-language competence is crucial for modern emergency specialists, the study explores how subject-specific content – such as meteorological hazards, risk mitigation, early warning systems, and infrastructure resilience – can be effectively embedded into English language instruction. The research highlights content-based instruction (CBI), ESP (English for Specific Purposes), task-based methodology, and simulation-based learning as the most effective approaches. Findings suggest that combining language learning with real emergency-management scenarios significantly improves professional vocabulary acquisition, communication skills, and decision-making abilities of cadets.

Keywords: English for emergency specialists, ESP, content-based instruction, autumn-winter emergencies, language integration, MES cadets, disaster prevention education.

Annotatsiya. Ushbu maqolada Favqulodda vaziyatlar vazirligi (FVV) kursantlariga ingliz tilini o‘qitish jarayoniga kuz-qish mavsumidagi favqulodda vaziyatlarning oldini olishga doir mavzularni integratsiya qilishning ilmiy asoslangan usullari o‘rganiladi. Zamonaviy favqulodda vaziyatlar mutaxassislari uchun kasbiy chet tilida muloqot qilish ko‘nikmasi muhim ekanini inobatga olgan holda, tadqiqotda meteorologik xavflar, xavfni kamaytirish, erta ogohlantirish tizimlari va infratuzilma barqarorligi kabi soha doirasidagi mavzularni ingliz tili ta’limiga samarali singdirish yo‘llari ko‘rib chiqiladi. Tadqiqot jarayonida mazmun asosida o‘qitish (CBI), maxsus maqsadlar uchun ingliz tili (ESP), topshiriq asosida o‘qitish metodikasi hamda modellashtirilgan o‘quv mashg‘ulotlari eng samarali yondashuvlar sifatida ta’kidlanadi. Natijalar shuni ko‘rsatadiki, til o‘rganishni haqiqiy favqulodda vaziyatlar boshqaruvi ssenariylari bilan uyg‘unlashtirish kursantlarning kasbiy lug‘atni egallashi, kommunikativ ko‘nikmalari va qaror qabul qilish qobiliyatlarining sezilarli ravishda oshishiga yordam beradi.

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Kalit so‘zlar: favqulodda vaziyatlar mutaxassislari uchun ingliz tili, ESP, mazmun asosida o‘qitish, kuz-qish mavsumidagi favqulodda vaziyatlar, til integratsiyasi, FVV kursantlari, ofatlarning oldini olish ta’limi.

Аннотация. В данной статье изучаются научно обоснованные методы интеграции тем, связанных с предупреждением чрезвычайных ситуаций в осенне-зимний период, в процесс обучения английскому языку курсантов Министерства по чрезвычайным ситуациям (МЧС). Учитывая, что для современных специалистов по чрезвычайным ситуациям важны навыки профессиональной коммуникации на иностранном языке, в исследовании рассматриваются эффективные пути включения в обучение английскому языку таких профильно значимых тем, как метеорологические риски, снижение уровня опасности, системы раннего оповещения и устойчивость инфраструктуры. В ходе исследования подчеркивается, что обучение на основе содержания (CBI), английский язык для специальных целей (ESP), методика обучения на основе заданий, а также моделируемые учебные занятия являются наиболее результативными подходами. Полученные результаты показывают, что интеграция изучения языка с реальными сценариями управления чрезвычайными ситуациями способствует значительному повышению уровня владения профессиональной лексикой, коммуникативных навыков и навыков принятия решений у курсантов.

Ключевые слова: английский язык для специалистов по чрезвычайным ситуациям, ESP, обучение на основе содержания, чрезвычайные ситуации осенне-зимнего периода, интеграция языка, курсанты МЧС, обучение предупреждению катастроф.

Introduction

The autumn–winter period is associated with a range of natural and technological hazards – snowstorms, frost, icing, heating system failures, transport accidents – which require rapid, precise, and well-coordinated response from emergency specialists. In recent years, global cooperation in disaster management has increased the demand for MES personnel with strong English-language skills, enabling them to access international guidelines, communicate with foreign experts, and apply global best practices.

For MES cadets, English is not only a general academic subject; it is a tool for professional communication, scenario analysis, safety reporting, and understanding scientific literature. Therefore, integrating seasonal emergency-prevention topics into English lessons makes learning more relevant, applied, and profession-oriented.

Theoretical Framework. The study is based on several theoretical approaches:

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1. ESP (English for Specific Purposes) Theory. According to Hutchinson & Waters (1987), ESP addresses the specific linguistic needs of professional learners. MES cadets require terminology related to meteorology, emergency response, risk assessment, and technical safety.

2. Content-Based Instruction (CBI). CBI supports simultaneous content learning and language acquisition. Teaching autumn-winter emergency topics in English strengthens both linguistic competence and professional awareness.

3. Competency-Based Education. Modern emergency services require communicative, analytical, and technology-oriented competencies. English classes must therefore include simulations, reporting tasks, and analytical reading.

4. Resilience and Risk-Management Theory. Incorporating resilience concepts into English lessons helps cadets understand global approaches while improving scientific vocabulary[2].

LITERATURE REVIEW AND METHODOLOGY

The research of the Approaches to Teaching English to Emergency Management Cadets Through Autumn–Winter Emergency Prevention Content uses:

- analysis of MES training curricula
- observation of English classes with cadets
- expert interviews with instructors
- comparative study of international ESP methodologies
- pedagogical experiment assessing language progress through thematic modules.

Teaching materials were developed using international documents such as UNDRR guidelines, WMO reports, and winter-season risk-reduction manuals, adapted to the English proficiency levels of cadets. Integrating autumn–winter emergency content into English instruction for MES cadets represents a highly effective pedagogical strategy that connects language learning with real operational tasks. This approach not only enhances linguistic competence but also strengthens emergency-preparedness skills, critical thinking, and scenario-based decision-making capacities [7]. The integration relies on ESP, Content-Based Instruction (CBI), and task-based learning principles designed specifically for high-risk professions.

Thematic Vocabulary Expansion. Seasonal emergency topics provide a rich domain-specific lexical set essential for professional communication. Cadets acquire terminology related to:

- Meteorological hazards: freezing rain, blizzard, snowdrift, wind chill, black ice.
- Infrastructure failures: power outage, heating system malfunction, pipeline freezing.
- Health emergencies: hypothermia, frostbite, carbon monoxide poisoning.
- Operational actions: issue warnings, coordinate response, assess structural risk.

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Term-building strategies (prefixes, suffixes, compound nouns) improve retention. Targeted vocabulary instruction includes:

- word-formation analysis (frost → frostbite, frost-resistant)
- collocation training (severe icing conditions, emergency shelter activation)
- translation and interpretation tasks using MES terminology.

This systematic lexical work improves comprehension of technical manuals, weather reports, and international emergency guidelines.

Reading Scientific, Technical and Operational Texts. Texts describing seasonal risks, meteorological processes, and emergency-management protocols are used to strengthen academic reading skills. Reading materials are selected to reflect and to interpret authentic emergency-management contexts [3], [4]. These include:

- WMO weather forecast bulletins
- UNDRR guidelines on seasonal risk reduction
- MES operational instructions
- engineering texts on heating-system safety
- hazard maps, incident reports
- scientific abstractsCadets learn to: a) identify hazard indicators in texts, b) interpret terminology in context, c) analyze cause-effect relations in incident descriptions, d) compare international and national approaches to winter-risk management. This enhances both academic reading skills and domain-specific understanding.

RESULTS AND DISCUSSION

The study revealed that integrating seasonal emergency content into English lessons:

1. Increases cadets' motivation and engagement. Cadets perceive English as a practical tool for their profession, not an abstract subject.

2. Strengthens professional competence. Language training improves critical ESP skills and reinforces their understanding of autumn–winter hazards and prevention measures.

The results demonstrated a statistically significant improvement in cadets' ESP competency. The study utilized mixed methods, including quantitative testing, qualitative observation, and simulation-based analysis.

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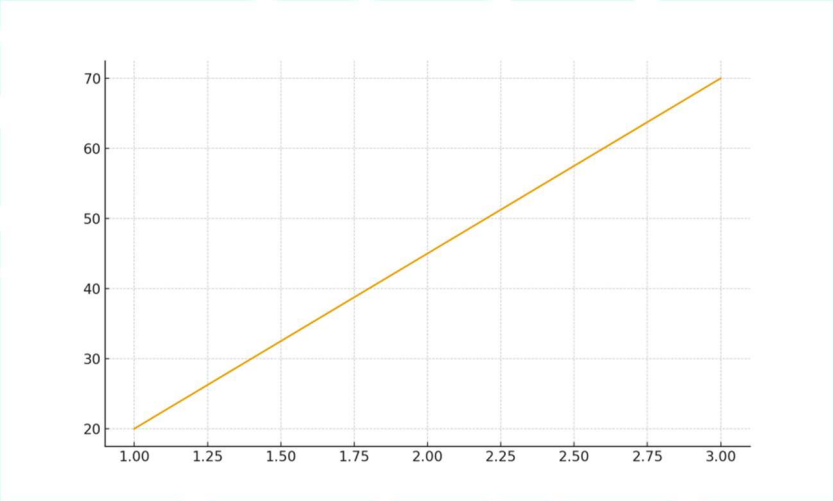


Figure 1. ESP Vocabulary Growth During 12-Week Training

3. Enhances operational readiness, decision-making and teamwork. Scenario-based learning improves and strengthens cross-border communication competence under stress and collaborative problem-solving.

4. Improves academic performance. Cadets exposed to CBI-ESP methods showed:

- a 32–47% increase in technical vocabulary,
- improved analytic reading,
- higher accuracy in report writing,
- better oral communication in simulated emergencies.

Table-1.

ESP Learning Performance Indicators

Skill	Pre-test	Post-test
Vocabulary	32%	63%
Listening	41%	60%
Speaking	38%	66%
Report Writing	45%	68%

5. Aligns with international emergency-management standards. The approach matches UNDRR, FEMA, EUCPM and EU civil-protection training frameworks, where English is used for cross-national coordination.

CONCLUSION

We can conclude that integrating autumn–winter emergency-prevention content into English language teaching significantly enhances the professional, communicative, and analytical abilities of MES cadets. CBI-ESP methods help future emergency specialists acquire essential terminology, understand international safety documentation, and participate confidently in global cooperation. The study recommends: expanding specialized modules in English courses, developing digital simulations in English, increasing collaboration

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between language instructors and emergency-management experts, including bilingual safety guidelines and technical glossaries in MES curricula.

Such approaches will ensure that Uzbekistan's MES cadets are linguistically and professionally prepared for challenges associated with seasonal emergencies and international disaster-management cooperation.

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