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TEACHING ENGLISH AS A SECOND FOREIGN LANGUAGE

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Abstract: The article emphasizes the need for thorough preparation for classes in a second foreign language, the purpose of which is to conduct classes in line with a personality-oriented paradigm that contributes to the development of the creative potential of students studying a foreign language and the improvement of their professionally significant communication skills.

Key words: English as a foreign language, students, effectiveness, scientific modernization, self-control, educational purpose, digital tools, foreign languages.

Teaching English as a second or foreign language is a dynamic and rewarding profession that opens doors to cultural exchange, personal growth, and global opportunities. Whether you're planning to work abroad, support multilingual students in your local community, or pursue a career in language education, understanding the fundamentals and best practices of teaching English as a foreign language is essential. This comprehensive guide explores the essential aspects of teaching English as a second or foreign language, providing insights into methodologies, certifications, challenges, and effective strategies to succeed.

Currently, significant scientific modernization is underway worldwide. As times change, so do teaching methods. Therefore, English currently occupies a special place. Conscious mastery of English, its application in later life, and its development are not a matter of a single year. For this reason, methods vary. The effectiveness of foreign language teaching depends not only on the students but also on the teaching strategy. Combining these strategies can achieve maximum effectiveness. The challenges that arise then include: how to communicate quickly orally, how to write correctly, and how to engage students. Although various innovative methods exist, they are interconnected. When asked where to begin, I

need a good textbook. After all, a properly selected textbook increases students' interest in the subject. Electronic devices play a special role in language teaching. Some books have audiobooks, CDs, scanning capabilities, and include a reference dictionary and test questions for each chapter. This information encourages students to conduct independent research and instills skills in this area. Currently, some classes at universities in Kazakhstan are taught in English. New teaching strategies are now being used. There's no other way. When it comes to development at universities, the teacher-student ratio also plays a role. In class, special emphasis is placed on reading, writing, and speaking. To achieve this, books of varying levels are assigned each semester. This means that students learn to speak, express themselves openly, and write grammatically correctly at their level. To promote fluency, universities provide clear guidelines for vocabulary development. This is because without vocabulary, students cannot freely express themselves. To achieve this, teachers assign vocabulary related to a specific topic and ask for it in subsequent lessons.

What types of analysis will be included in English classes at university:

- Text analysis: reading and analyzing texts, discussing new words.
- Grammatical analysis: students use grammatical analysis to engage in independent work. They summarize the day's topic by completing exercises.
- Test method: this allows us to see how the student perceives the assigned topics.
- Correct reading: this allows you to get into character and understand the text correctly by reading the correct text.

This method helps us recognize the correct pronunciation, where to stretch the reading, and where to place the emphasis. Learning another language from early childhood helps boost a child's intelligence and facilitate the fluent study of other languages. At this stage, books that teach language are very important. The fact is that a properly selected book increases enthusiasm. American books are now used for this purpose. They are very systematic and contain assignments on rules,

written assignments, listening programs, and speaking tasks. Studying authentic texts, reading newspapers and magazines in a foreign language, listening to audiotapes, and watching videos introduces students to the culture of another people, helps identify the similarities and differences in the cultures of two peoples, gives students the opportunity to take a different look at the problems of their peers in the country of the target language, and becomes familiar with the specific mentality of the people, mores, customs, and lifestyle of the country of the target language. When studying a foreign language in the context of a dialogue of cultures, one should proceed from the principle of the equality of all human cultures. This thesis, however, in no way diminishes the autonomy of the culture of any people and, at the same time, helps avoid ethnocentrism, i.e., a sense of the superiority of one's own language and culture.

A teacher should adopt a position in the process of pedagogical activity that would instill in students respect for the culture of another nation, give an objective assessment of the phenomena of the culture of another nation, awaken in students a desire to learn as much as possible about the country of the studied language, while taking into account the possibilities of mutual enrichment of cultures. Only in this case will it be possible to talk about a dialogue of cultures in the broad sense of the word, which implies mutual understanding and enrichment. Anyone who wants to know a foreign language and use it correctly must, first of all, get to know the world of people who speak this language. The relevance of the problem and its theoretical underdevelopment determined the topic of this diploma thesis: "Teaching a foreign language in the context of a dialogue of cultures". The aim of this diploma thesis is teaching a foreign language in the context of a dialogue of cultures. To achieve this goal, the following tasks were defined:

- to consider the dialogue of cultures: strategies of mutual understanding;
- to consider teaching a foreign language in the context of a dialogue of cultures;

- to study the teaching of foreign languages in the context of a dialogue of cultures;
- to consider the concept of the subject "foreign language";
- to define the problem of consciousness in the context of foreign language teaching.

The object of the study is the process of teaching a foreign language as a means of intercultural communication, including an understanding of the context of the foreign language culture. The subject of the study is the development of teaching methods and techniques aimed at understanding the context of the foreign language culture in teaching a foreign language as a means of intercultural communication.

The structure of the work consists of five main chapters, a conclusion, an introduction, and a list of references.

Learning foreign languages by students is an engaging process with its own unique characteristics. Teachers approach an adult audience with established views, values, and individual characteristics. They are faced with the task of developing and nurturing professionally oriented intercultural communicative competence, which enables foreign language learners to successfully address professional communication challenges in the context of a "dialogue of cultures." To ensure that the process of improving foreign language proficiency is successful and fruitful and to create a favorable atmosphere for the development of students' personal and creative potential, qualified teachers strive to foster cognitive interest in the subject being studied, to uncover the fascinating meanings and beauty of the inner form of linguistic units, to discover or understand something new and significant, and to imbue the acquired knowledge with personal meaning. To achieve this, teachers must study and consider the needs and interests of their students and align them with the general requirements for the level of preparation of students in a given course, as reflected in the foreign language programs. Students studying a second foreign language come to university both from general

education schools and schools with in-depth foreign language instruction, pursuing a second higher education while simultaneously working. In short, there are personal reasons and circumstances for devoting their time to studying a specific linguistic community. Consequently, the level of development of the skills that comprise their professionally oriented intercultural communicative competence varies. Taking this into account, it should be noted that for the teacher, planning each lesson becomes a creative process aimed at solving complex problems.

In this article, I've discussed the modern significance of a second foreign language and effective methods for its dissemination. We've also discussed why it's given special attention in university language teaching. Teaching students a lexical, morphological, and grammatical approach to developing speech and interest in the language.

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