

TEACHING ENGLISH AS A SECOND LANGUAGE

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Language is the primary means of communication, through which people share ideas and thoughts with each other. In modern incessantly developing society it has become essential to be aware of two or more foreign languages. The need for a global language is expanding as the global communication getting enlarged as well. Over the past decades, English has taken the place of the world language, which now has a great impact on many areas of human life, including the global network - the Internet. Therefore, in all educational institutions, both in secondary schools and in higher educational institutions, two or more foreign languages are taught in accordance with the curriculum. Teaching two or more languages is rather a laborious process, and requires a different attitude and approach to the educational process from the foreign language teacher. The subject of the research is ways of increasing the effectiveness of the methodology of teaching English as a second foreign language based on the use of transposition, limiting the interference of the first foreign language. English as a second language (ESL) teachers work with non-native speakers in a country that is primarily English-speaking to help them learn to speak, read, understand, and write in English. They may work in public or private schools, language academies, or teach private lessons out of their home or the homes of students. They may also work or volunteer for community- and university-based programs. The term ESL is just one way to refer to the field. An ESL teacher is responsible for providing lessons and support to students who are learning English as a second language. Often ESL teachers use a real-life context to help students grasp the complexities of the language. ESL teachers must be adaptable, creative, and sensitive to the cultural differences expected when working with students from

different cultures. Sometimes, those who teach English as a second language also act as mentors, advisors, and liaisons to students and families who are just getting established in a new environment. The purpose of the work is to study the process of teaching two foreign languages - English and German, which is considered to be based on a comparative analysis of the studied languages, the results of which form the basis of the educational process and help teachers coordinate their work and achieve positive results. The similarities and differences of phonetic, lexical and grammatical systems of languages studied in parallel not only help students to better understand and assimilate the studied language phenomena and processes, but also contribute to the development of linguistic conjecture, the improvement of thinking skills and increasing motivation. Comparative study of two foreign languages is also useful for a deeper understanding of the linguistic phenomena and processes occurring in German and the students' native language. During the simultaneous teaching of two languages, there is interference besides the transference, which manifests itself in the violation of the principles of a foreign language under the influence of linguistic phenomena of the native or other studied language. The more language systems differ from each other, the oftener the interference is observed. The phenomenon of interference is observed in the process of teaching phonetics, vocabulary, grammar - language skills, and in the process of teaching speech skills as listening, reading, writing, and speaking. In addition, interference often manifests itself at the socio-cultural level due to insufficient knowledge of the peculiarities of the culture of the country of the target language. Interference can be caused by realities, phenomena, behavioral norms similar in different cultures as, for example, different forms of speech etiquette. So in the Uzbek language "iltimos" ("please") is used in a polite request. as a formula of politeness, meaning "not at all", used as a reply to "thank you". In English, the word "please" has also another meaning: Please (Here you are) - when a person gives something back. The process of teaching the phonetic structure of the English language is often hampered by the influence of

German. Such phonetic phenomenon as Glottal Stop, which is characteristic to the German language, and is absent in English, is observed in the speech of some students, and requires significant efforts from the teacher. Moreover, students' speech is characterized by devoicing of voiced consonants; non-observance of vowel length (Long and short vowels); replacement of interdental sounds with [t] [d]. Lexical interference is the use of foreign language vocabulary in dialogue or monologue in the native language or the first foreign language. When learning English as a second foreign language based on German, which is, in our case, is the first foreign language, the source of interference is usually the latter. Some lexical units of foreign languages are very similar. Therefore, the probability of such interference is high. For example, the German verb bekommen (to receive), by analogy with the English verb to become (to become), acquires the meaning of becoming in the speech of students. In the two studied languages, there are a number of lexemes that completely coincide in terms of their meanings. These are the names of the days of the week, names of months, seasons, some numerals, some verbs, etc. It can be concluded that when teaching English as a second foreign language, a comparative analysis is required, which will help students identify both similarities and differences between the three languages functioning in the educational process. Comparison and contrast of linguistic phenomena should be carried out at all language levels and at all stages of learning. Mastering several foreign languages is not an isolated process, but an interconnected and interdependent simultaneous study of languages based on the results of a comparative analysis of languages and on the linguistic experience of students.

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