

TEACHING ENGLISH AS A SECOND LANGUAGE

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A B S T R A C T	K E Y W O R D S
This article discusses innovative ways to teach English as a second language to school students. Nowadays, language learning is one of the most urgent issues, the article discusses the methods of teaching English to schoolchildren in various new methods, including teaching with the help of games.	Teaching methodology, foreign languages, international communication, activities, English teachers.

INTRODUCTION

A lot of attention is paid to the teaching of a foreign language at school these days. In many schools, children have the opportunity to learn two foreign languages. And the main language, as a rule, is English as the language of international communication. In our school, where the German language is studied in depth, English is given the role of the second. Only two hours a week are allotted for studying it, which cannot be compared with the number of hours allotted for studying the main language. In this regard, a number of problems arise.

Main Part

One of them is the search for motivation to learn a second foreign language. Here, among other things, one has to rely on examples from one's own life: telling children how English came in handy when traveling to other countries, how knowing the language helped to detect an error in the incorrectly translated instructions for taking the medicine, what an interesting book they managed to read in the original language and etc.

To preserve and maintain the initial motivation, it is necessary to strive to increase the active time of each student in the lesson. In the future, if the student feels his success in mastering the language, then he is interested in the subject.

In the study of any language, intellectual, emotional and speech activity are distinguished, which together provide favorable conditions for mastering the language. One of the ways to increase motivation to learn a foreign language is to use game moments in the lessons.

For children, the game is an exciting activity, but it requires a strain of emotional and mental strength. A sense of equality, an atmosphere of enthusiasm, a sense of belonging - all this makes it possible for children to overcome shyness that prevents them from freely using the words of a foreign language in speech, and has a beneficial effect on learning outcomes. The game contributes to the implementation of important methodological tasks:

- creating the psychological readiness of children for verbal communication;

- ensuring the natural need for repeated repetition of language material by them;
- training students in choosing the right speech option;
- training and activation of skills and abilities of monologue and dialogic speech.

The games that I use in the lessons are diverse both in content and in the goals that are achieved with the help of them. These can be: phonetic, spelling, lexical, grammar games, concentration games, games for learning the alphabet and others. A number of games are universal. So, with the help of the ball game, we work out both lexical and grammatical skills and abilities, which are different for different age categories of students.

With the help of the game "Fish" (children take turns using a magnetic "rod" to get cardboard fish out of a bucket, on which, depending on the task set by the teacher, either a word with a missing letter, or an unfinished sentence, or a question, etc.) spelling, phonetic, lexical, grammatical skills and abilities are worked out, the material is fixed according to the passed textbook. The same applies to the game of "top", when cards with various options for tasks are laid out on the table. It is also versatile and fits perfectly into the format of the final lessons.[1]

The "Station Game" between classes is of great interest to children.

Lessons were successfully held using the "Own game" developed by me for high school students (similar to a television project) with questions on regional studies.

In addition to gaming activities, a good way to increase motivation for learning a foreign language is to watch authentic films. Lessons using video materials invariably arouse interest among children. You can also note the positive experience of presentations specially prepared for the lessons on the history of Great Britain, its sights, museums, famous writers and musicians.

Unfortunately, the listed methods of increasing students' motivation can not be used in the classroom as often as we would like, due to the small number of hours allotted for learning English. Therefore, we try to involve children in as many extra-curricular activities related to our subject as possible. Our children have repeatedly participated in regional song contests in a foreign language.

Every year we involve children in the international game competition in English "British Bulldog".

Last year, several of our students tried their hand at the city competition "Translating the Classics", bringing two first places to the school's treasury. The children liked this work so much that already at the beginning of September they were interested in when the next competition would take place. Last year, school teachers developed a script for the Christmas holiday for 5th graders. High school students were involved in its implementation. First, they told the fifth-graders about the traditions of celebrating Christmas in the UK in an accessible form, using a presentation, and then, based on the results of the story, they held a quiz. Fifth graders prepared a skit in English. We ended the holiday with a joint singing of British Christmas carols.

Schiller Readings are held at our school every year. This is a very interesting and responsible event. Performances are sure to sound on the next given topic and in English: poetry readings, presentations dedicated to cultural figures and historical figures of the Schiller era, theatrical performances, own literary translations. Children are always captivated by the preparation for such events. They are happy to prepare material for performances, rehearse, sparing no effort and time.

You can involve in extracurricular activities from the youngest students to high school students. When preparing such events, the vocabulary of the participants is replenished, the fear of communication in a child's non-native language disappears, the children begin to show more interest in the subject itself. At the same time, not only strong, but also weak students participate, who are offered small roles. It is

important not only to learn the text of the performance, but also to be able to convey it emotionally from the stage. Therefore, it is necessary to help children express the necessary emotions, correctly place accents.

Of course, preparing speeches and theatrical performances takes a lot of time. But the fruits of labor that you see on stage are worth it. Yes, and the children who take part in the rehearsals, there is an extra opportunity to communicate with each other after school hours, rejoice at the success of their comrades, look at each other with different eyes.

Naturally, our pupils also participate in Olympiads in English. However, there is a serious problem affecting the result: in competitions held in English, children are in unequal conditions with other participants. We have to compete with students who have many times more hours for studying this subject in schools! There were cases when, after participating in the Olympiad, our guys simply gave up, and it took a lot of effort to restore their faith in themselves.

Along with insufficient motivation to learn English as a second foreign language, there are other problems.

For example, in our school, in English lessons, children often confuse the spelling and pronunciation of similar ones with "basic", i.e. German, words. Yes, and the letters of the Latin alphabet in German and English are called differently. There are problems with reading, as well. you have to read in English in accordance with the transcription, which is not typical for the German language. Significant differences exist in the grammar of the two languages.

Conclusion

At the same time, what is common in English and German makes it easier for children to understand the subject. Therefore, in my lessons, I often turn to analogies that are available in the material they have already studied in German (the use of the verb "to be", the presence of three forms of the verb, the use of modal verbs, the formation of the imperative mood, etc.). Comparison of individual words and language structures of two languages facilitates the systematization of knowledge, and, consequently, leads to better assimilation of the material.

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