



are not only evidence of its profound influence on the global linguistic map but also emphasize the need for continued research in this area to ensure harmonious development of international and multicultural relations.

References

1. Crystal, D. (2003). English as a global language (2nd ed.). Cambridge University Press.
2. Graddol, D. (1997). The future of English? British Council.
3. Jenkins, J. (2003). World Englishes: A resource book for students. Routledge.
4. Mair, C. (2013). English as a global lingua franca: A threat to multilingual communication and translation? In H. G. Brauch, U. Oswald Spring, C. Mesjasz, & J. Grin (Eds.), Coping with global environmental change, disasters and security threats, challenges, vulnerabilities and risks (pp. 661-674). Springer.
5. Phillipson, R. (1992). Linguistic imperialism. Oxford University Press.
6. Rakhmonov, A. B. (2020). Using a functional approach in the management of independent work of students. *ISJ Theoretical & Applied Science*, 12 (92), 112-117.
7. Skinner, T. (2010). Sociolinguistic perspectives on the spread of English. Language Science Press.
8. Hornberger, N. H. (2008). Multilingual education policy and practice: Ten certainties (grounded in indigenous experience). *Language Teaching*, 41(3), 197-211.
9. Riley, P. (1994). Language, culture, and identity: The case of cultural identity and language. In J. E. Joseph & T. J. Taylor (Eds.), *Ideologies of language* (pp. 99-118). Routledge.

DISADVANTAGES AND ADVANTAGES OF TEACHING FOREIGN LANGUAGES AS NON-NATIVE

Sultonxo‘jayeva Sevara,
Student

UzSWLU

Karimova Mehriniso

Student

UzSWLU

Scientific advisor: Mukhamedova N.A.

Abstract

Teaching foreign languages as non-native aims to equip learners with the linguistic and intercultural competence to communicate effectively in a globalized world. It seeks to foster cultural understanding, enhance cognitive abilities, and improve academic performance. By exposing learners to a new language system, foreign language education develops critical thinking, problem-solving, and analytical skills. It also enhances reading, writing, and vocabulary skills in both the target language and the native language. Foreign language teaching plays a vital role in promoting personal growth, encouraging curiosity, exploration, and self-confidence. It provides access to international education, research, and employment opportunities, and contributes to the preservation



and revitalization of endangered languages. In increasingly diverse societies, foreign language education facilitates communication and understanding, cultivates cross-cultural respect and tolerance, and promotes empathy, understanding, and cooperation between different cultures.

Key words: Communication Cultural understanding, Cognitive development, Academic performance, Global citizenship, Personal growth, Education and employment opportunities, Linguistic diversity, Multilingual societies, Cross-cultural respect and tolerance.

It is our destiny as non-native English-speaking teachers (NNESTs), we face many challenges including, but not limited to, having highly required language and pedagogical competencies, proper cultural orientation, native-like accent, native speaker fallacy, credibility, and more. The question remains: Should these challenges hold us back, or should we exploit them as opportunities to grow professionally? The suggested answers to this question are presented in the following discussion, which suggests that these challenges offer NNESTs opportunities to grow professionally and inspire them to use their non-native abilities to their advantage.

These days, one of a person's primary demands is to study English. Oder and Eisenschmidt (2018) elucidate the significance of acquiring proficiency in English as a means of gaining access to novel insights and prospects within an international milieu. Additionally, nearly 250 million people utilize English on a daily basis throughout every continent. In addition to this aspect—the widespread usage of English—colonization, shipborne trade with the Americas, and politics have all had a significant impact on this occurrence. As a result, non-native English speakers work to establish an English-speaking environment in every school as the first step in learning the language at a young age.

English is taught in non-native English-speaking nations when it is taught as a foreign language. According to Braine (1999, cited in Chun, 2014), a native speaker will make a better teacher than a non-native speaker of English, not the language as a specific context. According to this assertion, an English instructor must face numerous difficulties when instructing pupils in both teaching and English skills. A teacher should continue to be motivated and enthusiastic in their teaching in addition to improving their English proficiency. Students' learning performance may not always follow the lesson plan when their motivation to learn declines. One of the reasons for



the lack of excitement among teachers in teaching, and this will have an impact on how well they educate. The motivation of teachers may also be impacted by another aspect of the school environment. A supportive work environment from the administration, teachers' partners, school personnel, and community school organizations all contribute to a strong school climate.

Effective teaching of English is also necessary in the twenty-first century. Effective teaching measurement is a difficult and unstable task since it will inevitably lead to a subjective conclusion. According to two studies, there are two ways to measure effective teaching: intrinsic and extrinsic. The intrinsic component focuses on the characteristics of the teacher, including their drive, zeal, and interactions with students. The teacher's skill, which may be developed through training to enhance their effective teaching, such as their proficiency with instructional materials and teaching strategies, is the extrinsic factor. Creating instructional content is similar to creating lesson plans, a syllabus, and supplemental materials. Next, teaching approach, classroom management, and style of instruction are all related to teaching strategy.

We argued that learners of all major global languages (e.g. Arabic, Chinese, English, French and Spanish) should be aiming for a level of competence known as international intelligibility. This is the capacity to make yourself understood in your target language (L2) when communicating with people from different first language (L1) backgrounds. Perhaps the best example of this approach are language educators, many of whom are teaching languages which they do not speak natively. Taking English language as an example, given that there are now more non-native English speakers globally than native speakers, it's highly likely that some English language learners will be taught by non-native speakers. But does it actually make any difference whether students learn from a native-language speaker or a non-native speaker? Native speakers, in theory, should know their language intimately, faultlessly and naturally (Gill and Rebrova, 2001). Whereas non-native speakers are personally familiar with the students' language learning process and therefore have a better



understanding of the learners' needs (Liu, 1999). It's a topic that sparks much debate across online language learning / teaching communities – so let's get straight into it!

A native speaker or L1 user of a language is defined as a person who has spoken / used the language from earliest childhood. As Cook identifies this means that being a native speaker of a language is a bio developmental fact which cannot be changed afterwards in life through training or learning. Non-native speakers of a language are those who have learned it as a L2 or L3, but who have a different language as their mother tongue. An L2 / L3 can never become someone's native language. Such definitions (and this broader argument) are important for two main reasons. Firstly, many language teaching job advertisements still specify that applicants must be native speakers. And secondly, many language students express a preference for native-speaking teachers. So, let's look at the evidence and see if they are actually better teachers?

Obviously, the main benefit of a native-speaking language teacher is that they speak more fluently and intuitively than their non-native colleagues. Beyond fluency, their use of language is typically more natural and derived from their life experience. As explained by Gill and Reborva (2001), the native language teacher's language is also usually more correct and up to date. This is particularly important in helping students understand current and non-standard (e.g slang) language forms. For Medgyes (1999) the native speaker's pronunciation, vocabulary and intonation as clear advantage for learners, describing them as the "perfect language model." In addition, native speakers can powerfully help students understand more than just the language – they're perfectly placed to support students to learn about the culture behind it. If you're learning Catalan, then there's no-one better to tell you about the area, the history and the food, than a local. This provides a rich and engaging, real-life experience for learners.

However, there are undoubtedly some challenges with only specifying native-speaking teachers. Most importantly, they are often hired on the strength of their native speaker ability rather than their teaching skills. Just being able to speak / use the



language is clearly not enough to be a successful teacher. Native speakers may also struggle with teaching key grammar concepts. They're able to get by on the strength of their ears and eyes – identifying what looks and sounds right but without being able to explain why. Non-native teachers have had to really learn the language from the ground up and are therefore better able to demonstrate and explain correct language use to L2 learners. Of course, non-native speakers also understand the process of learning the language – this is unknown to the native teacher as she acquired the language as a child. Allied to the above, Gill and Rebrova's 2001 research identified that native speakers without an L2 in the country they are teaching in also encounter challenges. They're not able to use the students' L1 to explain concepts or problems nor can they identify where problems occur through negative transfer from the students' native language.

Perhaps most importantly, non-native speaking teachers are a clear example and motivator for their students. It's encouraging for a student who is struggling to learn a new language to be taught by someone who has been there and done it. Non-native speakers are also brilliantly able to model and share the skills / strategies they used to find success.

Research also suggests that the teaching style typically deployed by non-native teachers may also be more effective than their native-speaking colleagues. They deliberately seek to integrate language into situational contexts to provide real-life relevance for students, whilst native speakers tend to teach using "more abstract" principles.

As outlined above, and of particular importance to lower ability students, teachers that share a mother tongue with the student are well-placed to teach effectively. They are able to use their common language to explain / translate difficult concepts or more easily teach key vocabulary. Knowledge of the students' background also helps non-native speakers to better understand prevalent local teaching / learning styles / techniques as well as national policy and qualification frameworks.

Evidently non-native speakers do not have the fluency, general language proficiency and cultural knowledge as their native speaker peers. As outlined above,



this may be particularly noticeable in certain subject areas (e.g topical news and culture), the latest language usage and regional dialects. Braine (1999) goes further suggesting that non-native speakers might also lack vital communicative competence. This is because they tend to only use the taught language in the classroom and might therefore lack regular non-teaching engagement with the language and native speakers. Their use of language could be outdated and too formal for everyday use. Like us all, non-native teachers are the product of their upbringing and own environment. This can create challenges when teaching in different cultures. For example, much of the communication in a low context culture (like the US) is concise, explicit and clear and the key is to focus on the literal meaning of the world used. A teacher moving to India (a high context culture) would need to adapt quickly. Communication here requires reading between the lines – lots of meaning is implied and is communicated through non-verbal cues like hand gestures.

Language interference: Learners' native language can interfere with their acquisition of the target language, leading to errors in grammar, pronunciation, and vocabulary. For example, English speakers learning Spanish may have difficulty with the Spanish verb system, which is more complex than the English verb system. They may also have difficulty pronouncing Spanish words that contain sounds that do not exist in English, such as the "ñ" sound.

Lack of exposure: Learners may not have sufficient exposure to the target language outside of the classroom, which can hinder their progress. This can be a particular problem for learners who live in monolingual communities or who have limited opportunities to interact with native speakers.

Limited motivation: Learners may lack motivation to learn a foreign language, which can make it difficult for them to stay engaged and make progress. Motivation can be influenced by a variety of factors, such as the learner's personal goals, interests, and beliefs about the importance of learning a foreign language.

Cultural differences: Cultural differences between the learner's native culture and the target language culture can create challenges for learners in understanding and



using the language appropriately. For example, learners from individualistic cultures may have difficulty understanding the collectivist values of some Asian cultures, which can lead to misunderstandings in communication. Teacher training and qualifications: Teachers of foreign languages as non-native may not have adequate training or qualifications, which can affect the quality of instruction. This can be a particular problem in countries where there is a shortage of qualified foreign language teachers.

Large class sizes: Large class sizes can make it difficult for teachers to provide individualized attention to learners and address their specific needs. This can be a particular problem in underfunded schools or in schools where there is a high demand for foreign language instruction.

Lack of resources: Schools and teachers may lack the resources necessary to support effective foreign language teaching, such as textbooks, technology, and authentic materials. This can make it difficult for learners to access the materials they need to succeed.

Assessment challenges: Assessing foreign language proficiency can be challenging, as there is no single standardized test that can accurately measure all aspects of language ability. This can make it difficult for teachers to track learners' progress and make informed decisions about instruction.

Time constraints: Learners may have limited time available to dedicate to foreign language learning, which can slow their progress. This can be a particular problem for learners who are also balancing other academic commitments or who have busy work schedules.

Anxiety and fear of making mistakes: Learners may experience anxiety or fear of making mistakes, which can hinder their ability to communicate effectively in the target language. This can be a particular problem for learners who are perfectionists or who have had negative experiences with foreign language learning in the past.

Lack of native-speaker teachers: Learners may not have access to native-speaker teachers, which can limit their exposure to authentic pronunciation and



language use. This can make it more difficult for learners to develop fluency and accuracy in the target language.

Insufficient use of technology: Technology may not be adequately integrated into foreign language teaching, which can limit learners' opportunities for interactive and engaging learning experiences. This can make foreign language learning more difficult and less motivating for learners.

Lack of support from parents and peers: Learners may not receive sufficient support from parents and peers, which can discourage them from continuing their foreign languages of teaching foreign languages as non-native.

The conclusion to this blog post is, of course, that native and non-native speaking teachers have strengths and weaknesses like all other teachers and all other human beings. But for most language learners, both or either native and non-native speaking teachers can be highly effective in the classroom.

Teaching foreign languages as non-native is a complex and challenging endeavor that is affected by a variety of factors, including language interference, lack of exposure, limited motivation, cultural differences, teacher training and qualifications, large class sizes, lack of resources, assessment challenges, time constraints, and anxiety. Despite these challenges, foreign language learning can be a rewarding experience that offers numerous benefits for learners. By addressing the problems associated with teaching foreign languages as non-native, educators can create more effective and engaging learning environments that help learners achieve their language learning goals.

“In summary, this article identified the difficulties associated with teaching English in countries where English is not the native language. These challenges were classified into three primary issues based on the findings: inadequate learning materials tailored to students' needs, large classroom sizes and unfavorable school environments, and students' lack of motivation. Despite these challenges, various efforts have been made by non-native English-speaking countries to address these issues. Nonetheless, it is important to acknowledge the limitations of this study, including its small sample



size of only seven participants, which may not fully capture the breadth of emerging challenges in English language teaching in non-native English-speaking contexts. Nevertheless, this study can serve as a valuable resource for future researchers interested in delving deeper into this topic, providing a foundation for further refinement and exploration over time.”

References

1. Mukhamedova Nigora Abdulkhayevna. “COMMUNICATIVE AND PRAGMATIC ASPECTS OF VERBALIZATION”. (2023). *Western European Journal of Modern Experiments and Scientific Methods*, 1(3), 30-33.
2. Saidova Mamura Suleymanovna. “The concept of function and context within the framework of the communicative approach”. (2023). *Western European Journal of Historical Events and Social Science*, 1(3), 46-48.
3. Gill, S. & Rebrova, A. (2001). Native and non-native: together we’re worth more. *The ELT Newsletter*, 52, 1-11.
4. Todd, T. A., Stinson, T. A., & Sivakumaran, T. (2016). Strategies for improving academic performance by non-native English speakers in graduate programs. *Journal of College Teaching & Learning (TLC)*, 8(12), 1. <https://doi.org/10.19030/tlc.v8i12.6616>
5. Walkinshaw, I., & Thi Hoang Duong, O. (2012). Native- and non-native speaking English teachers in Vietnam: Weighing the benefits. *The Electronic Journal for English as a Second Language*, 16(3), 1–17. Yu, L.-T. (2018). Native English-speaking teachers’ perspectives on using videoconferencing in learning English by Taiwanese elementary-school students. *JALT CALL Journal*, 14(1), 61–76.
6. Zhang, H. (2013). Pedagogical challenges of spoken English learning in the second life virtual world: A case study. *British Journal of Educational Technology*, 44(2), 243–254. <https://doi.org/10.1111/j.1467-8535.2012.01312.x>
7. Zulfikar, T., Dahliana S., & Sari, R. A. (2019). An exploration of English students’ attitude towards English learning. *English Language Teaching Educational Journal*, 2 (1), 1- DOI: <https://doi.org/10.12928/eltej.v2i1.94>

FEATURES OF ENGLISH AND UZBEK FOLKLORE WORKS AND THEIR INFLUENCE ON THE DEVELOPMENT OF INTERCULTURAL COMMUNICATION COMPETENCE

Tajiboeva Fotimakhon
2nd stage basic doctoral student
UzSWLU

Abstract

English folklore is characterized by a rich tapestry of myths, legends and fairy tales passed down from generation to generation. Stories of knights, dragons, and enchanted forests are steeped in English