TEACHING ENGLISH LANGUAGE TO UZBEK STUDENTS OF MATHEMATICS FIELD, PEDAGOGICAL ANALYSES AND CONSIDERATIONS

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Abstract

The article focuses on the teaching English to nonphilological freshman students who learnt the language as a second language and or for specific purposes. Here is analyzed one particular lesson with certain theme given with proper handouts and activities as well ashome assignments. In the article, it is presented how to use 4 skills and grammer in one lesson. After being analyzed the lesson, necessary conclusions and considerations have been established.

Keywords: the IELTS test, EFL teachers, Mathimatics field, A2-B1, Nouns, Uzbek cuisine, Recipes, 10 Best Dishes in The World, Meals.

Introduction

Language acquisition is very similar to the process children use in acquiring first and second languages. It requires meaningful interaction in the target language-- natural communication--in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding. Error correction and explicit teaching of rules are not relevant to language acquisition (Brown and Hanlon, 1970; Brown, Cazden, and Bellugi, 1973), but caretakers and native speakers can modify their utterances addressed to acquirers to help them understand, and these modifications are thought to help the acquisition process (Snow and Ferguson, 1977). It has been hypothesized that there is a fairly stable order of acquisition of structures in language acquisition, that is, one can see clear 1 similarity across acquirers as to which structures tend to be acquired early and which tend to be acquired late (Brown, 1973; Dulay and Burt, 1975). Acquirers need not have a conscious awareness of the "rules" they possess, and may self correct only on the basis of a "feel" for grammaticality.

English language has become almost number one language that any individual should learn from their young age as it is the most commonly spoken in the world. According to google statistics,in 2021, there were around 1.35 billion people worldwide who spoke English either natively and or as a second language, slightly more than the 1.12 billion Mandarin Chinese speakers at the time of the survey. Despite the growing

interest in English language learning , and so many opportunities ranging from online lessons and offline ones that are available at educational institutions or private study centers , the continuous concern with academic acquisition of the language has been being observed and little has been done to resolve the case.As my math students really want to learn English and pass the IELTS test, I have done some research on them in terms of teaching them English much more effectively.When I did survey using the questionnaires among 14 university students, I came to conclusion that they really prefer to study English but first they want to learn solely its grammar as they think learning 4 skills at once would be exceedingly difficult.But here I have to say that although integrated teaching and learning may seem far-fetched or complicated, it is the most tangible and effective way to start language learning process. Integrating all listening, speaking, writing and reading skills in every lesson based on the theme helps both learners and EFL teachers to comprehend the theme effectively, making the lesson fulfilling and productive Moreover, the lesson will be much more engaging and rewarding.Here I want to give a piece from my experience for my freshman students who have been majoring in Mathimatics field and it is a practical lesson in which I integrated 4 skills as well as grammar part for them that I had in the first semester of 2021 academic year:

The theme: Meals. Nouns

First, I introduced the theme by asking them simple and general questions about the meals and its types giving them some interesting vocabulary about the meals on the white board.Afterwards, I distributed the easy A2-B1 level reading passage about the most amazing and delicious meal types that exist in the world so they read in themselves for about 15 minutes.Next I put audio format of the text for them to check the pronounciation of every single word in the text and then we discussed some time about the meaning of that passage.During analyzing the passage I taught them my target grammar theme "Nouns" and I gave them task to highlight the nouns on the text.Finally, I gave them home assignment to write any uzbek recipes or one recipe, to be more precise, the process of cooking or making traditional dishes or sweeties of uzbek cuisine that they want so that was the writing task for them and I deliberately left writing as a hometask as it requires some more time and very silent atmosphere where they can focus on the task.

5 Best Dishes in The World You Must Try Once In Your Life

A vital part of tourism is also looking out for memorable and unique eating and drinking experiences anywhere in the world. Often termed as food tourism, this pursuit is categorized under experiential travel. In present times, food stands equal to accommodation and sceneries when it comes to deciding a place to travel. Just

like there are lists of best hotels to stay in and best places to visit, there should also be a food dishes list to narrow down the best items around the world. When it comes to ranking, food and drinks can be very subjective as tastes differ from person to person.

1. Sushi (Japan)

Source Prepared with vinegared rice and a wide range of ingredients including seafood, vegetables, and sometimes fruits. Sushi tastes best when served with wasabi, pickled ginger, and soy sauce. A popular garnish for this dish is Daikon radish. The type of fish in it defines a sushi's taste. However, the vinegared rice gives the dish a tangy taste overall. Tuna, eel, and Salmon tend to have a light flavour while octopus flavoured sushi is generally strong in taste.

2. Rendang, Indonesia

Source Often called "the world's most delicious dish," Rendang is prepared by simmering beef with coconut milk with a mixture of the best of spices including turmeric, garlic, lemongrass, ginger, chillies, and galangal. The dish is then stewed for a few hours which gives it a tender texture and exotic taste. The blast of flavours is surely one of the reasons why the dish is loved globally and is also one of the best dishes in the world. Easy to rustle up, this dish is often served at ceremonies or to honour guests.

3. Ramen, Japan

Source If not tried, you must have heard of Ramen at least once in your life. However, we are not talking about the packaged instant noodles. Ramen is a Japanese dish made of wheat noodles and served in the broth along with vegetables and meat. Ramen comes in several flavours, from tangy to spicy, depending on the flavour of the broth. Every region in Japan has it's own. Tonkotsu, a popular style of ramen includes pork bone broth and the miso ramen, another popular dish originated in Hokkaido.

4. Tom Yam Goong, Thailand

Source A type of sour and hot Thai soup, Tom yam goong is prepared with shrimp along with a load of healthy herbs and spices? lemongrass, lime, kaffir leaves, galangal, and red chili peppers to name a few. the soup plays around with a bit of all possible flavours? spicy, sour, salty and sweet. To add to its flavour, the soup is topped with coconut milk and cream. The dish is a local favourite all over Thailand.

5. Kebab, Turkey

Source A dish popular across the Middle East, Kebabs are originally from Turkey. They consist of ground meat or seafood, fruits, and vegetables in some cases and are cooked on a skewer with a big fire underneath, just like a barbeque on the grill. It is cooked with various accompanying ingredients including garlic, black pepper, and vegetable oil. Mutton or lambs are generally the traditional meats used in kebabs. Other recipes include beef, goat, fish, and chicken as well. This dish has a perfect blend of taste, ranging from tangy to spicy, making it one of the best dishes in the world.

Coming from my experience in teaching English language to my freshman students, I have come to the following considerations:

- English is a communicative language so teacher should not just focus on grammar topics even if they are given in the syllabus to be taught. Rather Grammar should be taught in a context as a tool to comprehend reading passages so that a student should learn it subconsciously. Hence, students will develop their inductive reasoning skills.
- Teachers should know the interests of their students as much as possible, so the handouts they choose will be based on it and consequently, students fill be focused during such an entertaining lesson.
- In assessing students namely, mathematician ones it is better to use reading tasks as they have an aptitude for solving them, connecting them to math and to deductive reasoning skills. As a result, the assessment process will be just like fun for them.

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