

contribute to their host societies. This underlines the need for a language policy worldwide which provides people with the languages and the language skills that they need both at home and in future global destinations. Education should provide a varied language repertoire and an understanding of which languages we should learn for what purpose. This suggests a language policy that improves the quality of curriculum, teaching, and learning in state education, as well as a policy that helps to position the role of the multiple languages in a more positive and protected context. The reality of the multilingual and multicultural society is that languages overlap and collide. The work on translanguaging and code-switching demonstrates the often-messy practice in our multilingual families, schools and cities. From this lived experience we need to learn how to prepare people with the language skills they need for a multilingual society, and how to train people to develop the necessary sensitivity towards the cultural and linguistic needs of their fellow citizens.

The role of compulsory education is critical and we need a language education policy which both respects mother tongue heritage and also prepares young people for a globalised world with English as a lingua franca. This has implications for teacher education and curriculum design for state education at both primary and secondary level, and it is clear that more research is needed to discover how to accelerate the development of high-level language proficiency in young people, perhaps with new pedagogical models that avoid the low spoken proficiency outcomes of many current foreign language programmes.

USED LITERATURE

1. https://www.researchgate.net/publication/371788654_Learning_and_Teaching_of_English_in_the_Multilingual_Classroom_English_Teachers'_Perspectives_Practices_and_Purposes_Eds
2. <https://medium.com/change-your-mind/mastering-multilingualism-how-i-learnt-three-new-language-with-a-busy-lifestyle>
3. <https://chat.openai.com/>

THE ROLE OF POLITICAL DISCOURSE IN TEACHING

Madaminova Qunduz Alimbayevna
Teacher at the Foreign Philology Faculty
of Urgench state university, Uzbekistan

Annotation: This article describes discourse and political discourse features. Also, how language teachers deal with disocourse of politics in teaching.

Key words: Discourse, political discourse, text, teaching.

Annotatsiya: Ushbu maqolada diskurs va siyosiy diskurs xususiyatlari haqida yoritilgan. Shuningdek til o`qituvchilarining o`qitishdagi siyosiy diskurs bilan bog`liq munosabati.

Kalit so`zlar: Diskurs, siyosiy diskurs, matn, o`qitish.

Аннотация: В данной статье описаны дискурс и особенности политического дискурса. Кроме того, как учителя языка справляются с политическим дискурсом в преподавании.

Ключевые слова: Дискурс, политический дискурс, текст, учение.

Before writing about the specific features of political discourse, we should define the term discourse and political discourse. Such definitions are given by different representatives in society however the most complete and perfect definitions, as always, are given by linguists. Discourse is derived from the Latin word "discursus" - "discussion" and is emotional, direct, intuitive. Discourse, therefore, translates to "run away" and refers to the way that conversations flow. To study discourse is to analyze the use of spoken or written language in a social context. Discourse studies look at the form and function of language in conversation beyond its small grammatical pieces such as phonemes and morphemes and if we speak about Political Discourse we should say that political discourse can be the text and talk of professional politicians or political institutions, such as presidents and prime ministers and other members of government, parliament or political parties, both at the local, national and international levels, includes both the speaker and the audience. A classification of sorts of political talk depends on the definition of what is implied by the political sphere. One could take the restricted view that political discourse is basically the words and content delivered by politicians, but there are numerous other participants in a democracy. It may be more accurate to look at the political exercises of voters, pressure groups, media, political parties and other players within the political process and look at the sorts of discourse in which they engage. Although discourse is essentially within the talked and written word, the definition may be extended to incorporate communication by activities, as in political exhibits and sit ins. How does a educator influence student translation of the English dialect and what impacts does explicit social and political discourse have on this interpretation? Extending the concept of over reading to incorporate over teaching, this paper develops a representation between the reading of a content and the educating of English as a foreign language. If over-reading a text can cause student resistance to depth of interpretation, then, by the same token, a unidirectional teaching approach can hinder a deeper understanding of English as a complex and breathing language that can be put into practice daily. By avoiding over-teaching, teachers invite learners to access an English that applies to their lives, culture, and

social environment. The specific features of political linguistics play a key role in the process of language training of international relations and political science students and political scientists: it is extremely important to draw students' attention to communicative strategies, tactics and techniques, to encourage students to make use of their background knowledge about the speaker and political situation in general, i.e. to perform discourse analysis. Such an approach is additionally valuable at the pre-translation organize. Besides, the investigation of political writings may include different classroom exercises pointed at creating basic considering and proficient competences of international relations and political science students. Thus, problem-solving questions, debates, presentations contribute to the formation of speaking skills as well as the ability to analyze a situation and prove one's point of view. When working with political speeches in class, teachers are recommended to use corresponding video materials that allow students to analyze extra-linguistic (volume, tempo, rhythm of speech, laughter, pauses, etc.) and paralinguistic (posture, gestures) means. Another type of activity in the classroom is working with state symbols (flags and their meaning, anthems, mottos, etc.), which politicians may often refer to in their dialogues and monologues. The discourse objectives and functions vary across different disciplines. From the perspective of language producers, textbooks are the basic basis and guidelines for teaching, fundamentally carrying the integration of the ideological and political curriculum. However, most foreign language education majors use English original textbooks, which naturally contain content about Western culture. American linguist Kramsch believes that "learning and understanding the target language culture should be combined with contrasting it with the background knowledge of the native language culture. . This is crucial for developing textbooks that are not only based on scientific principles and standardized guidelines but also easily comprehensible. Therefore, textbook discourse is formulated. During the actual teaching process, the textbook content is adapted to suit the students 'specific circumstances. The discourse is then refined and reproduced before being conveyed to the students, thereby ensuring effective dissemination. When students are presented with language, they have an exchange with their teachers, generate novel discourse, and provide feedback. Such interactions carry the linguistic production and dissemination, with students serving as ambassadors of language and teachers fulfilling the role of recipient. These interactive dynamic highlights the subjective nature of the relationship between teachers and students, both of whom are the subject of the discourse surrounding ideological and political education. When students are involved in such discussion, the class becomes teacher-peripheral and language-peripheral. English, the language of America and a contributor to the supposed antagonism, is fully embraced as a means of expression by students.

REFERENCES

1. Minfang Xie. A Study on the Innovation of Teaching Discourse of Professional Courses in Universities from the Perspective of Curriculum Ideology and Politics[J]. Journal of Hefei University, 2021,6:122- 127
2. Ухванова И.Ф. Смысловые и сущностные параметры политического дискурса в фокусе внимания исследователя. И.Ф.Ухванова. Язык и социум: материалы II междунар. конф. – Минск, 1998. Киев.
3. van Dijk, T. A., ed. 1985. Handbook of Discourse Analysis. Vol. 3. Discourse and Dialogue. London: Academic Press.
4. Yu. S. Stepanov Moscow: RSUH, 1995 Schiffrin Deborah (1994). Approaches to discourse. Oxford, England: Blackwell
5. Zellig S.Harris (1952). Discourse Analysis (Journal article). Linguistic Society of America.

MASTERING MULTILINGUALISM: INNOVATIVE LANGUAGE TEACHING METHODS FOR THE MODERN LEARNER

N.Turdiyeva

Scientific supervisor

Mardonova Sevinch Dobil qizi

Samarkand Economic Service Institute

MN-423 group student

Annotatsiya: Ko‘p tillilikni o‘zlashtirish: zamonaviy o‘quvchilar uchun innovatsion til o‘rgatish usullari” bugungi til o‘rganuvchilarning o‘zgaruvchan ehtiyojlariga moslashtirilgan yangi pedagogik usullarga e‘tibor qaratib, til ta’limining zamonaviy istiqbollari qamrab oladi.

Kalit so'zlar: dunyoqarash, immersiv texnologiyalar, empatiya, musobaqalar, pedagogik, namoyishlar, ko‘p tilli jamiyat.

Annotation: Mastering Multilingualism: Innovative Language Teaching Methods for Modern Learners covers contemporary perspectives on language education, focusing on new pedagogical methods adapted to the changing needs of today's language learners.

Key words: worldviews, immersive technologies, empathy, competitions, pedagogical, demonstrates, multilingual society.

Аннотация: "Mastering Multilingualism: Innovative Language Teaching Methods for Modern Learners" освещает современные перспективы языкового образования, уделяя особое внимание новым педагогическим методам,