

THE HISTORY AND DEVELOPMENTAL STAGES OF TEACHING ENGLISH AS A SECOND LANGUAGE

Mirzayev Ashurali

Teacher, the methodology of teaching English department, FerSU

Mamatyoqubova Odinaxon Abdumutalib qizi

Student, The methodology of teaching English department, FerSu

Isaqova Ozoda Islomjon qizi

Student, The methodology of teaching English department, FerSU

Abstract: This article discusses the history of teaching English as a second language and its early stages. The main purpose of this article is to provide information about the methods and approaches used in teaching English and their literary works.

Key words: English as a second language- ESL, English language teaching, history of education, English as a Foreign Language -EFL

Introduction. First of all, we talk about what the English as a second language is. ESL teachers help people who don't speak English as their first language to learn how to speak, read, understand, and write in English, in a country where English is the main language. The teaching of English as a second language started in the 15th century when England began trading and colonizing around the world. The British played a key role in creating extensive programs to teach English in the countries and colonies they were involved with. The teaching of English as a second language began with the rise and expansion of the British Empire in the late 15th century. As the English expanded their trade connections, they needed to communicate with the people they were trading with. Teaching English Outside of England

As the British empire expanded, there was a need to communicate and govern their overseas businesses and colonies. Over the next two hundred years, the British sent numerous teachers abroad to educate upper-class colonists and local government officials, imparting them with British ideas and culture, including the teaching of the English language. The objective of these teachers was to educate this generation in English so that they could take up positions in the government of the overseas country or colony, thereby advancing the empire by spreading a British world view to the lower classes through laws and local influence.

Some important books have been written about English teaching in specific countries, often in languages other than English. Notably, works have been published in German by Klippel (1994), Lehberger (1986; 1990), and Macht (1986; 1987; 1990).

¹Since 2000, there has been a significant increase in extensive research on the history of English teaching in Germany, mainly under the guidance of Friederike Klippel at Ludwig Maximilian University in Munich. In Japan, there have been at least two academic societies in recent years dedicated to the history of English studies: The Historical Society of English Studies in Japan and The Historical Society of English Teaching in Japan. However, in the United Kingdom, to our knowledge, only three doctoral theses in the last thirty years have taken a fully historical approach to aspects of English language teaching. There has been additional foundational work by Howatt and Smith (2000; 2002) and by Smith (1999; 2003; 2005). Finally, notable books on the history of English as a foreign language learner dictionaries (Cowie, 1999) and English language testing (Spolsky, 1995;) merit mention, as does a recent comprehensive history of the teaching of refugees and immigrants in Britain (Rosenberg, 2007).

Although these developments have been promising, the research that has been conducted has had relatively little impact on professional discussions, where simplified views of the past have remained common. 'Potted histories' have dominated, reproducing a kind of mythology meant to set the past apart from the present. This approach, we believe, has been significantly endorsed by Richards and Rodgers' book, *Approaches and Methods in Language Teaching*, first published in 1986, and its fourth edition, as well as Larsen-Freeman's (1986) ²*Techniques and Principles in Language Teaching*, an even more simplistic, unhistorical account, also in its fourth edition. The limitations of these accounts have been recently discussed, and here we will focus on three key limitations:

1. They tend to overemphasize sudden changes or 'paradigm shifts' rather than continuity and tradition (or, at least, they highlight differences between methods rather than similarities);
2. They give equal importance to all the methods considered, rather than indicating their relative historical significance;
3. They present methods as universally relevant, rather than locally and historically constituted phenomena.

Even now, the English language is developing day by day as a second language. Especially, our government pays more attention to this field. By our honorable president Shavkat Mirziyoyev he new year 2023 was declared the year of "Attention to people and quality education" in Uzbekistan. If we look at the name of the year, it has its own basic meaning is considered. After all, the leader of our country said in his

¹ <https://1.www.tandfonline.com>

² <https://www.yourdictionary.com>

speech that improving the quality of education is new. It is special that it is the only correct way of Uzbekistan's development stopped. Also, our president put forward such thoughts pushed: "We will continue the reforms we started in this field, education by going to the schools, communicating more with teachers and coaches, and improving the quality we must jointly solve the issues raised by them. We are coming with clear solutions to all the issues raised by our people in the State Program we enter Deputies and senators, neighborhood representatives, intellectuals, young people, businessmen and our general public should be active in these processes, new proposals and I ask them to take initiatives"³

Conclusion. In conclusion we can say the English language's role is always vital and never loses his level. Because, most people have willingness to study and learn this language. And also, it is a key point of creating the bright future. This subject is taught every school, every university and everywhere. While teaching this language, teachers always should give attention to conduct lessons in a high quality. Because, in these days technology is gaining popularity and I can describe the technology 21st century's fundamental phenomenon. It means, while teaching English, we should be able to make students interested in science and teach them about English as a second language.

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³ Aliyeva Sarvinoz

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