

A Multicultural Method to Teaching English
Arabboyeva Rayhona, Ingliz til va adabiyoti fakulteti, Xorijiy til va
adabiyoti yo'nalishi 2-kurs 21.84-guruh talabasi

Abstract

The paper discusses the importance of soft skills in higher education, with a focus on foreign language instruction, and offers practical suggestions for incorporating soft skills into language learning classes. Soft skills refer to a set of personal attributes and interpersonal abilities that enable individuals to interact effectively with others. These skills are often related to emotional intelligence and are crucial for success in both personal and professional settings. English language teaching is a process of imparting knowledge, skills, and competencies related to the English language to students. The objective is to develop their proficiency in the language, which includes reading, writing, listening, and speaking. English language teaching is primarily focused on people who do not speak English as their first language, commonly referred to as English language learners (ELLs). ELLs are taught the use of English language in various contexts, such as academic, business, social, and personal communication. There are different approaches to English language teaching, including the traditional grammar-translation method, audio-lingual method, communicative language teaching, and task-based language learning. These approaches vary in their focus and methodology but have the same goal of enabling students to learn and use English effectively.

Key words: soft skills, personal attribute, interpersonal abilities, audio-lingual method, grammar-translation method, lingua franca, emotional intelligence, job satisfaction, far-reaching benefits.

Introduction

English language teaching is an essential component of international communication and education, as English is widely spoken and used as a lingua franca in most parts of the world. English language teaching can take place in various settings, such as classrooms, online or distance learning, and language schools.[1] It is usually led by certified and experienced English language teachers who use various teaching tools and materials to facilitate learning, such as textbooks, audiovisual resources, and language software. [2]The English language is one of the most widely spoken languages in the world.[3] It is the official language of over 50 countries, and it is estimated that over 1.5 billion people speak English worldwide.[4] The language has its roots in the Germanic languages, but it has been heavily influenced by Latin and French, which



were brought to England by the Romans and the Normans, respectively. One of the reasons for the widespread use of English is its role as the language of international communication. It is the language of business, science, technology, and the internet, and it is used as a lingua franca in many parts of the world. English proficiency is also a key factor in many job markets, and it is often a requirement for higher education and professional development. English is a complex language with many nuances, and it can be challenging to learn for non-native speakers. It has a vast vocabulary, with over a million words, and it is known for its irregular spellings and grammar rules. However, the language is also highly adaptable and has absorbed many words from other languages, making it rich and diverse.[5]

In addition to its practical uses, English is also a significant cultural force. It has produced some of the most influential literature, music, and cinema in the world, and it continues to shape the cultural landscape. English is also the language of diplomacy, with the United Nations and many other international organizations using it as their official language.[6] Despite its global reach, English continues to evolve and change. New words and phrases are constantly being added, and the language is adapting to new technologies and ways of communication. As such, English remains a dynamic and fascinating language, with a rich history and a bright future.[7]

The Concept of Soft Skills

Soft skills refer to a set of personal attributes and interpersonal abilities that enable individuals to interact effectively with others. These skills are often related to emotional intelligence and are crucial for success in both personal and professional settings. Some common examples of soft skills include communication, leadership, teamwork, problem-solving, time management, adaptability, creativity, emotional intelligence, conflict resolution, and networking. Soft skills are becoming increasingly important in the modern workplace as employers recognize the value of employees who possess these skills.[8] In fact, studies have shown that soft skills are often more important than technical skills when it comes to job performance and success. One of the key benefits of soft skills is that they enable individuals to work well with others. This is essential in today's collaborative work environments, where teamwork and communication are often critical to success. Soft skills also help individuals to manage conflicts effectively and build positive relationships with colleagues and clients.[9]

Soft skills are also important in personal settings, as they can help individuals to build stronger relationships with friends and family members.[10] For example, effective communication skills can help individuals to resolve conflicts and



misunderstandings, while emotional intelligence can help individuals to understand and respond to the emotions of others. In summary, soft skills are a set of personal attributes and interpersonal abilities that are essential for success in both personal and professional settings. These skills enable individuals to work effectively with others, manage conflicts, and build positive relationships. As such, they are becoming increasingly important in today's modern workplace and society as a whole.

English Language Teacher Development Policy

English language teacher development policy refers to the set of guidelines and strategies aimed at enhancing the professional growth and development of English language teachers. The goal of such policies is to improve the quality of English language teaching, which ultimately benefits learners and the wider community. One of the key components of an effective English language teacher development policy is providing opportunities for ongoing professional development. This may include access to training programs, workshops, and conferences, as well as mentoring and coaching from experienced teachers. Such initiatives can help teachers stay up to date with the latest teaching methodologies and technologies, and enable them to share best practices with their colleagues.[11]

Another important aspect of English language teacher development policy is the recognition of teachers' achievements and contributions. This may take the form of promotions, awards, or other forms of recognition, which can motivate teachers to continue improving their teaching skills and knowledge. In addition, an effective policy should ensure that English language teachers have access to the necessary resources and support to facilitate their professional growth.[12] This may include access to teaching materials, technology, and administrative support, as well as opportunities to collaborate with other teachers and education professionals.

Lastly, an English language teacher development policy should address the issue of teacher retention. This may involve strategies to improve working conditions, such as salary increases, benefits, and opportunities for career advancement, as well as initiatives to enhance job satisfaction and work-life balance. In summary, an effective English language teacher development policy should provide ongoing opportunities for professional development, recognize and reward teachers' achievements, provide necessary resources and support, and address the issue of teacher retention. By investing in the professional growth and development of English language teachers, countries can improve the quality of English language education, which has far-reaching benefits for learners and society as a whole.



Conclusion

In conclusion, the research demonstrates how crucial it is to build soft skills in order to compete on a global scale; these abilities are crucial for aspiring engineers and can be seen as an investment. Universities and instructors must recognize the value of soft skills for their pupils and implement efficient teaching methods and activities to develop soft skills alongside hard skills. According to the research, teachers should push their pupils to be as creative and thorough as possible. Students should participate in groups and take on leadership roles when developing the social skills necessary for collaboration. We observe that conversation skills are more difficult because pupils prefer passive communication to active communication. Therefore, through practice of communication skills, extensive instruction and learning on strengthening their communication potentials should be offered. As evidenced by our study, teaching and learning English can be crucial in helping students improve their soft skills. The success of developing soft skills can be influenced by using the right learning resources, learning methods, and exercises.

Reference

- [1] T. Elyas and M. Picard, "Saudi Arabian educational history: Impacts on English language teaching," *Education, Business and Society: Contemporary Middle Eastern Issues*, 2010.
- [2] R. T. Williams, "A missed opportunity? Social media and pedagogy as teachers returned to school," *Routledge Open Research*, vol. 1, no. 19, p. 19, 2022.
- [3] R. Williams, "Think piece: ethics for the virtual researcher," *PRACTICE*, pp. 1-7, 2023.
- [4] H. W. Kam, "English language teaching in East Asia today: An overview," *Asia Pacific Journal of Education*, vol. 22, no. 2, pp. 1-22, 2002.
- [5] Y. A. Wu, "English language teaching in China: Trends and challenges," *Tesol Quarterly*, pp. 191-194, 2001.
- [6] H. T. Nguyen, W. Warren, and H. Fehring, "Factors Affecting English Language Teaching and Learning in Higher Education," *English Language Teaching*, vol. 7, no. 8, pp. 94-105, 2014.
- [7] B. T. Çoban and A. K. Vardar, "Evaluation of distance English language teaching education during COVID-19 pandemic from the perspectives of ELT student teachers and their instructors," *Journal of Pedagogical Research*, vol. 5, no. 3, pp. 198-220, 2021.
- [8] A. Wiriyachitra, "English language teaching and learning in Thailand in this decade," *Thai TESOL focus*, vol. 15, no. 1, pp. 4-9, 2002.





- [9] A. Wongsothorn, K. Hiranburana, and S. Chinnawongs, "English language teaching in Thailand today," *Asia pacific journal of education*, vol. 22, no. 2, pp. 107-116, 2002.
- [10] J. L. Ramírez Romero, P. Sayer, and E. N. Pamplón Irigoyen, "English language teaching in public primary schools in Mexico: The practices and challenges of implementing a national language education program," *International Journal of Qualitative Studies in Education*, vol. 27, no. 8, pp. 1020-1043, 2014.
- [11] Y. Kırkgöz, "A case study of teachers' implementation of curriculum innovation in English language teaching in Turkish primary education," *Teaching and teacher education*, vol. 24, no. 7, pp. 1859-1875, 2008.
- [12] Y. Kirkgoz, "English language teaching in Turkey: Policy changes and their implementations," *RELC journal*, vol. 38, no. 2, pp. 216-228, 2007.

