

## BASIC FEATURES OF TESL

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**Abstract:** *the following article is devoted to study the phenomenon of TESL namely to learning and teaching foreign languages as second. Authors mentioned major features of TESL using the terms advantage and disadvantage. Their investigation is based on the needs of Uzbek learners for the second language acquisition. They also pointed out some problematic peculiarities of TESL and benefits as well.*

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Knowing any foreign language makes you a new person, enriched with a new culture and customs of the country where they speak this language. Language is a culture. The information contained in it from different areas of knowledge expands our spiritual horizons, gives an understanding of universal values. Napoleon said: “He who knows a foreign language is worth two”. Of course, knowledge of several foreign languages enriches the inner world of a person and develops it [1].

Nowadays, knowledge of several foreign languages helps people communicate without a translator, and therefore, more accurately express their thoughts and better understand the interlocutor. Knowing the customs of the people, whose language you are studying, gives an understanding of entire traditions of each country, develops a sense of respect for them. Mutual respect of peoples, understanding and respect for their feelings of national dignity and patriotism are emerging here. After all, we have one planet, and knowledge of languages gives people the opportunity to communicate and help each other.

The more languages you know the more educated and erudite you are. In an intelligent and cultural society, one of the rules of respectful behavior is the ability to talk in the guest’s native language. For some professions, knowledge of several foreign languages is simply necessary, for example, for diplomats. Today, there are only a few languages that have historically been able to provide full-fledged international contact in certain regions, among them English and Russian. The task of a foreign language teacher in a modern school is to help students on such a difficult path to master a foreign language. Lessons can become even more exciting if the teacher’s capabilities and knowledge allow him, in case of knowledge of two or more foreign languages, to use the knowledge acquired by students in studying one foreign language to learn the second. Since today in our school the main foreign language and the first that children begin to learn is Russian, and the second is English [2].

The knowledge acquired by students in Russian classes is actively manifested and can be used when students begin to study English: the essence of many grammatical categories is understood by children, but, of course, it is necessary to explain the specifics of their use in English (example verb to be and definite and indefinite articles in English). Undoubtedly, the advantageous side is that it greatly simplifies the process of second language acquisition. At the initial stage of training, teachers can demonstrate this simplicity, namely, the number of adjectives, a simplified system of conjugation of verbs, fewer pronouns. Of course, this creates a very positive psychological attitude of students from the very beginning. Very often, when studying a second foreign language, you can get another, indirect, result: namely, the repetition of materials on the first and second language [3].

Despite the large number of positive aspects, there are many difficulties. For instance, parallel study of two foreign languages is not an easy task, especially if we take into account the features of the languages that are studied in our school. Take, for example, the lexical units that are called cognates in English - that is, those words in English that have similar roots to Russian words (words that have the same root in Latin and which are very similar). These words stimulate students' interest, activate their vocabulary while learning these two languages, but sometimes they are also misleading. There are a lot of such words, and, without a doubt, most often they help students understand the meaning of a text, statement (or sentence). However, the following points inclined to deliver a negative impact: pronunciation of English words and the meaning of the words is not always the same as students think, focusing on their knowledge of Russian language. There are several groups of words that mislead students: - these are words that sound similar, but have different meanings and are written differently; these are words that sound the same, but have different meanings and are written differently. From the foregoing, one can draw another conclusion: that the most obvious and inevitable difficulties arising in the study of English as a second foreign language consist in mastering the phonetic features of the English language.

In addition, reading rules and the large number of exceptions to these rules are also difficult for students, especially after they become familiar with reading rules in Russian classes [4].

When analyzing the problems associated with phonetics, it becomes clear that the phenomenon of language interference is, of course, not so much helpful as a hindrance that can be solved through intensive training (however, similar problems inevitably arise while learning almost any pair of languages). If we talk about the second group of problems, there can be some ways to overcome them they are - using elementary reading rules, using audio materials and the principle of “repeat after teacher”. Later, starting from a certain level of knowledge, the teacher and the students themselves make certain generalizations regarding the rules of reading and exceptions to them.

When working in a school where several foreign languages are studied, the teacher’s experience is an important factor - this gives him the opportunity to understand where students can make mistakes and why they constantly make the same mistakes. First of all, based on the experience of working in such school, teacher can facilitate the process of learning a foreign language. And if the teacher speaks several foreign languages, his experience is especially important, since he can develop his own system of teaching a second foreign language, based on the knowledge already acquired by the students.

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