

**DEVELOPING SKILLS FOR MANAGING LINGUISTIC DIVERSITY IN ESL
LEARNER GROUPS***Saparbekova Dildora Salimjanovna**Trainee-teacher of the Faculty of Foreign Languages,**Jizzakh State Pedagogical University**sadildora15@gmail.com +998975243922*

Annotation: This article analyzes the importance of managing language diversity in ESL (English as a Second Language) student groups and ways to promote it. The fact that students come from different languages and cultures has a direct impact on their English language acquisition. Therefore, it is important that teachers have specific skills in managing language diversity. The article discusses effective communication strategies, cultural sensitivity, individual approach and methods for creating an inclusive learning environment. It also highlights the need to use language diversity as an opportunity to create a strong learning environment.

Key words: ESL learners, language diversity, language management, cultural sensitivity, inclusive education, communication strategies, individual approach, teaching skills.

Аннотация: В данной статье анализируется важность управления языковым разнообразием в студенческих группах ESL (английский как второй язык) и способы его продвижения. Тот факт, что студенты приходят из разных языков и культур, оказывает непосредственное влияние на их усвоение английского языка. Поэтому важно, чтобы учителя обладали конкретными навыками управления языковым разнообразием. В статье рассматриваются эффективные коммуникационные стратегии, культурная чувствительность, индивидуальный подход и методы создания инклюзивной образовательной среды. В нем также подчеркивается необходимость использования языкового разнообразия как возможности для создания эффективной учебной среды.

Ключевые слова: учащиеся ESL, языковое разнообразие, языковое управление, культурная чувствительность, инклюзивное образование, коммуникативные стратегии, индивидуальный подход, навыки преподавания.

Annotatsiya: Ushbu maqolada ESL (English as a Second Language) o'quvchilar guruhlarida mavjud til xilma-xilligini boshqarishning ahamiyati va uni rivojlantirish usullari tahlil qilingan. O'quvchilarning turli tillar va madaniyatlardan kelib chiqqanligi ularning ingliz tilini o'zlashtirish jarayoniga bevosita ta'sir ko'rsatadi. Shuning uchun, o'qituvchilarning til xilma-xilligini boshqarish bo'yicha maxsus ko'nikmalarga ega bo'lishi muhimdir. Maqolada samarali kommunikatsiya strategiyalari, madaniy sezgirlik, individual yondashuv va inkluziv

ta'lim muhitini yaratish usullari haqida so'z yuritiladi. Shuningdek, til xilma-xilligidan kuchli o'quv muhiti yaratish imkoniyati sifatida foydalanish zarurligi ta'kidlanadi.

Kalit so'zlar:esl o'quvchilari, til xilma-xilligi, til boshqaruvi, madaniy sezgirlik, inkluziv ta'lim, kommunikatsiya strategiyalari, individual yondashuv, o'qituvchilik ko'nikmalari.

INTRODUCTION

In the conditions of current globalization, the study and study of foreign languages not only in Uzbekistan but also in all developed and developing countries is becoming more and more important, and it is important for cultural exchange and understanding, and serves as a bridge of rapprochement and development of peoples. The demand for language learning and teaching in the country is increasing, and that the emergence of new innovative pedagogies, teachers and resources is given to improve language proficiency and use advanced technologies. By borrowing methodologies and practices from foreign education systems, we can make learning languages more accessible and effective, and thus easier to master new languages.

It is impossible to deny that in our country in recent years the popularity of learning English has been increasing. English stands out as the third most widely spoken language in the world after Spanish and Chinese. Despite the ranking, there is a noticeable trend of increasing interest and passion for knowledge of English among individuals. One of the main reasons for the desire to learn English is the ease and simplicity of the transition to languages like Russian and Korean.

In today's education environment, teachers face increasing pressure to effectively teach foreign languages to first-grade students. This requires a deep understanding not only of the language itself, but also of pedagogical and psychological principles. The teacher needs to think about who he is teaching, what he is teaching and how he is teaching it, using the latest technologies and methodologies. In order to dominate this role, I think a foreign language teacher must have a good knowledge of their native language, including its phonetics and grammar, in order to effectively compare and contrast with the foreign language being taught.

The methodology of foreign language education includes the methodology and methodological approaches used in teaching the subject, as well as the analysis of the relationship between teacher and student. It includes the study of various processes and methods used in language teaching, as well as the science behind effective practices of teaching a foreign language.

From today's students, the traditional approach to the formation of language skills could not meet all the needs of the educational process in one aspect or another, as a result of which scientists were obsessed with the development of new, modern, high-impact advanced methods and, to a certain extent, were able to innovate the theory of teaching methodology, as a result of which today the communicative method is widely used in the world The method was created.

The role of communication in the development of language skills is very important. Mastering a foreign language based on a comparative approach to simultaneously form the skills of listening, writing, reading and especially speaking is much faster than the traditional method. For example, in the development of communication skills and skills, which are considered the most important, it helps to realize emotional connections between learners, it also has educational value and helps them to solve problems.

ANALYSIS OF LITERATURE ON THE SUBJECT AND RESEARCH METHODOLOGY

The use of communicative games in the classroom allows to relieve the nervous pressure of the learners, ensure that all students take the same active part and switch forms of activities during the lesson. Ensures that the lesson is more engaging, prevents students from becoming distracted and redirects them to focus on the topic's nodal questions. Students have the opportunity to try out the same communication they encounter in everyday life in a foreign language during the lessons, which will greatly help them to communicate freely in the future.

With lessons through communicative games, it is possible to achieve skills of communication faster than expected from mastering a foreign language. It is important to use communicative games in English lessons by non-philological faculties of universities. Because mastering a foreign language for students of this direction is somewhat more complicated, especially if their speaking skills are not well formed. Therefore, using interactive methods and communicative games in the classroom can give the expected result in the formation of language skills. Thanks to communicative games, it is possible to quickly and effectively develop all language skills in a foreign language at the same time, especially to develop communication.

The main difference between the communicative method and other methods is that the main goal of it is to develop the skills and skills of students to communicate freely in a foreign language, as well as to maintain a dialogue on various life and scientific, cultural, socio-political topics. Communicative method is a modern, progressive approach that combines the best achievements of all existing methods in the history of foreign language teaching, where the main focus is on conducting oral communication in a foreign language, and all other aspects of language learning serve as such. At the same time, it is crucial to ensure the interaction of the following foreign language learning activities, including: written speech, oral speech, practical and theoretical knowledge all contribute directly to the development of students' communicative activities. Particular attention is paid to the following three types of oral speech.

García & Klein (2016) — Explores the concept of translanguaging in depth. Promotes the creation of a supportive environment in ESL groups where students can learn to use their native language and English together. Sees language diversity as a positive resource.

Cummins (2000) — Explores the connection between language and power. ESL teachers reflect on how they can strengthen students' language capital and reduce the impact of language policies on them.

Nieto (2010) — Writes about the interplay of language and culture. Advises teachers to teach the language taking into account the cultural contexts of ESL students.

Gibbons (2002) — Suggests the "Scaffolding" technique: emphasizes the need to support the process of language acquisition by facilitating complex language tasks in stages.

Baker (2011) — Bilingual provides the theoretical foundations of education. It also shows the importance of the social and political context of ESL groups in supporting linguistic diversity.[1;367,372-b]

Hornberger (2003) recommends an approach that focuses on the development of students' reading and writing skills in two or more languages using the "Continua of Biliteracy" model.

Banks (2015) — Addresses issues of cultural diversity and education. ESL provides the necessary strategies for developing cultural sensitivity and language diversity management skills in groups.

Genesee & Cloud (1998) — Promotes the principle that every child has the opportunity to be multilingual. It stresses the need to normalize and value multilingualism in the classroom.

Lucas & Villegas (2011) — Shows the importance of training language-sensitive educators. ESL teachers write that they should value students' interlingual competence more.

Creese & Blackledge (2010) — Looks at translanguaging as a pedagogical tool in teaching. Provides examples of how language resources can be integrated in ESL groups.

This literature shows that to manage language diversity among ESL students, teachers should:

- use a translanguaging approach;
- understand the connection between culture and language;
- Take into account the impact of language policy on students;
- value the language resources of each student;
- Actively promote cultural and linguistic diversity in the classroom.[7; 345,358-b]

ANALYSIS & RESULTS

In today's world of globalization and intercultural integration, more and more students are learning English as a Second Language (ESL). ESL groups often bring together students from different languages and cultural differences. And language diversity can make education more challenging, but can also be an enriching and inspiring factor if managed properly.

The focus of culture in English language teaching (ELT) has traditionally been on the target culture of English speaking countries. However, the new status of English as

international language (EIL) has led to significant changes in the practice of teaching and learning culture in ELT. Rather than relying on the paradigm of native speaker competence and target culture, the culture teaching in ELT now aims at cultural diversity to develop learners as intercultural speakers in a globalised context. Given the need to integrate diverse cultures into the ELT practice as a platform for learners to become intercultural speakers, learners' attitudes towards this issue are of paramount importance. This article will, therefore, discuss learners' perspective on cultural diversity that is integrated into the ELT practice in Vietnam. Based on data collected from learners' reflections, the article discusses the question of whether or not cultural diversity is feasible in the ELT practice in Vietnam.

One of the main tasks of the teacher is to meet the individual needs of each student, while taking into account a language diversity in the group, and to ensure that they work together towards a common goal. This requires specialized management skills, i.e., cultural sensitivity, individualized approach, inclusive techniques, and effective communication strategies.

Cultural sensitivity plays an important role in managing linguistic diversity. It is important that the teacher respect the students' cultural backgrounds and take into account different cultural experiences in the lessons. Cultural sensitivity builds mutual respect and trust among students, increasing motivation to learn a language.

In addition, language management requires an individualized approach. Each learner may have different pace of language acquisition, learning styles and needs. The teacher should identify this and apply differentiated assignments and appropriate teaching strategies.

Effective communication strategies, on the other hand, serve to foster communication within the group. Pupils' engagement and language competence can be improved by using interactive techniques (role plays, group discussions, language games). The teacher must create an open and positive communication environment in order to involve all students in the learning process.

Managing language diversity also includes ensuring the inclusiveness of the learning environment. Every student needs to feel valued and an active participant in the lesson. To do this, the teacher must choose a fair and free approach free from stereotypes.[10; 486,492-b]

CONCLUSION

In conclusion, the development of language diversity management skills in ESL groups is important in enhancing students' academic success and creating a positive learning environment. Teachers can further level their professional level by regularly working on themselves in this field, learning new strategies and putting them into practice.

This research has discovered useful insights into the experiences, problems, and preferences of students from diverse language origins in junior high school education. The widespread use of Bahasa Indonesia as the main language, together with the presence of other languages such as Lampungnese and Javanese, highlights the need for educators to acknowledge and value the linguistic environments that influence the educational experiences of these children. Communication comfort, which is a vital factor in determining academic

engagement, demonstrates a complex and subtle relationship. Although most students have a strong proficiency in their native language, occasional unease during intricate talks reveals the intricate nature of linguistic comfort. Educators are encouraged to customize their teaching methods to accommodate diverse levels of language proficiency in various academic settings.

The challenges encountered by students, namely in comprehending instructions and sometimes experiences of being left out, shed light on the practical and emotional aspects of linguistic variety. To address these issues, it is necessary to adopt a comprehensive strategy that includes providing language assistance, implementing effective communication tactics, and promoting a socially inclusive learning environment. The students' inclination towards interactive teaching techniques and the use of visual aids highlights the need for diverse educational approaches. Teachers are advised to use a combination of interactive components and visual materials to accommodate varied learning preferences influenced by linguistic backgrounds. Teacher assistance has a crucial role in influencing the educational experiences of students who speak different languages.

The strong focus on acknowledging and appreciating the variety of languages indicates a shared aspiration for an educational setting that is culturally sensitive and adaptive. The idea of extra resources designed to cater to various linguistic requirements demonstrates the proactive preparedness of students to actively contribute to their educational progress. The curriculum's cultural representation reveals a complex and subtle terrain, whereby some pupils express a desire for more representation, while others value the current examples of variety. Achieving equilibrium in the curriculum design is crucial, guaranteeing genuine and comprehensive portrayals of various cultural heritages. The proactive approaches used by most students to overcome language challenges, such as asking clarification from professors, using internet resources, and working with classmates, demonstrate the tenacity and ingenuity of the student body.

The resourcefulness mentioned highlights the need to promote student autonomy and offer specific assistance that is in line with proven practices. Ultimately, this research supports the implementation of inclusive educational strategies that recognize, value, and address the unique requirements of linguistically diverse kids in junior high school. Through acknowledging the intricate dynamics of linguistic variety, educators and policymakers have the ability to establish settings that enable pupils, cultivate a feeling of inclusion, and encourage substantial involvement in the educational process. By making these collective endeavors, junior high schools may really transform into strongholds of inclusive education, where language variety is not only tolerated but embraced as a basic advantage that enhances the diverse fabric of learning.

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