

COMPARISON OF DIFFERENT FOREIGN LANGUAGES IN EDUCATION**Sapayeva Nilufar Sultanovna**

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ABSTRACT

This article indicates comparative analysis in various foreign languages in the field of education. In particular, by comparison of learning French or English languages students can undergo analytical progress. Furthermore, the author attempts to prove how significance of comparative analysis in education field. Importantly, connections of different foreign languages are not only based upon some grammatical rules` similarity, but also teachers` role in inclusive education.

Key words: *innovative lessons, teachers` role, inclusive education, comparisons, comparative features, foreign languages, analytical connections.*

"Innovation means future. If we start building our great future from today, we ought to begin it precisely based on innovative point of views, innovative methods during the forthcoming years".

Shavkat Mirziyoyev

INTRODUCTION

The rudiment of contemporary technologies along with digital knowledge, certainly, is a deep scientific and methodological, philosophical knowledge. For this crucial reason, in this research we want to compare different foreign languages are so productive to enhance students analytical and critical skills in the field of education. When it is not possible to depict the principles of the manifestation of creation in formulas, modal, graphs, and quantum words, the process of comprehension on a daily basis, it takes several years.[1, p.226]

As we know that the word "innovation" means "news in utilize". According to the works of foreign scholars, particularly, R. Forster, G. Ment, T. Kun, R. Drucker, D. Clark, R. Porter, W. M. Blumental depict that they attempt to translate or explain or else interpret innovation as a reality in the whole spheres of people`s social lives.

Teachers role in the system of inclusive education

On a daily basis, some of educators underestimate that crucial resources and effective teaching support or approaches in mainstream schools. Nevertheless, Singal (2009) comes up with above-mentioned factors which become a top-down burden rather than a collaborative process. For this reason, it is necessary for educators, pedagogies to have top-down and bottom-up knowledge as well as vital abilities to easily create inclusive classrooms, besides, for school leadership to provide an inclusive and a variety of innovative atmosphere for a great number of teachers to blossom as Fullan (2007), Kuroda, Kartika and Kitamura (2017) persuade them like 'parachute' trainings do little in terms of influence and systematic alteration in a perceptible manner. It should be noted that these kinds of creative methods and approaches are of great success in both academic and social lives for every child through more sustainable inclusive education implementation.

MAIN PART

In particular, this is positively efficacious teachers` attitudes to inclusion by exaggerating that this process is accomplished with their professional role to involve all children in their classroom (Subban & Mahlo,

2017; Forlin & Chambers, 2011; Graham & Scott, 2016; Sharma, Simi & Forlin, 2015).

Especially, there are several variations of formative assignments for adult learners based on writing activities which are following samples:

‘ESP can be characterized as a special and specific edition of EGP that incorporates skills which are based on practical linguistic ones to enable learners for the successful performance of professional projects (Potocar, 2002). Nevertheless, EGP supplies basic capacities and knowledge of English language at a school level, particularly, where the professional or occupational as well as higher educational orientations of the students are not defined in a proper manner. The prime objective of introducing ESP in a variety of international or non-native settings is to equip any learners with essential English language skills to face their practical situation communication struggles in their future careers. As Holme (1996 cited in Potocar, 2002) recommends that ESP should support students to acquire important skills to utilize their knowledge via combining work-related abilities with the enhancement of individuality and sociocultural knowledge.

Moreover, if it is viewed as ESP practitioners work in distinctive academic and professional genres, they require to have knowledge of their students’ specialism to plan courses and educating materials. Practically speaking, any teachers cannot master specific requirements of the whole disciplines, he/she is requested to educate. In this kind of situation is advised by Dudley-Evans and St. Jhones (1998)’.

Florian and Beaton (2018) pinpoint that ‘inclusive pedagogy’ is the same as ‘inclusive pedagogical approach, mostly, both of them are pedagogical replies to individual distinctions between pupils that avoids the marginalisation that can happen within differentiation strategies that are designed merely with individual requirements in mind. These kinds of issues involve the ‘repetitive exclusion’ (Slee, 2010; Allan, 2006) whereby pupils are included in the classroom, yet excluded from facilities to attend in collaborative or else group or team activities.

This is mainly because, the task they are given is distinguished to such an extent that they over separated from the classroom community although they may be physically present. Interestingly, ‘inclusive pedagogical approaches were improved in response to various questions which are about how individual learners can accept the extra help or additional support they require without treating them variously from others’ (Florian & Black-Hawkins, 2011).

In accordance with Florian and Beaton’s data analysis, it is based on a myriad of methods which comprised: note-taking, video footage, semi-structured interviews with a huge number of pupils about their delivering reflections between teachers as well as independent researchers, learning process as well (2017). Furthermore, key ‘learning moments’ illustrated by Coyle as well as her teams (2010) as experiences identified by teachers and learners that describe incidents they deem essential.

These kinds of writing activities come in handy with improving all learners critical thinking abilities in a maximal manner. Following samples:

‘In accordance with this article, it is briefly indicated that altitudes of an overwhelming majority of bookworms, especially, who may be common amateur learners, students, pupils or even professional educators it does not matter their attitudes towards how efficacious to perform their complex capabilities or how properly use their widen experiences in real social

circumstances. It is universally true that "Actions speak louder than the words", mainly, the author tried to persuade any learners to be engaged in their favourite books which are appeared like their favourite works, their favourite lessons. As Rosenblatt, L (1994) stated how the value of transactional theory of the literary work.

Respectively, any learners should understand what is the meaning of their reading comprehension? Or what is the value of improving their critical and logical thinking abilities with the help of reading or acquiring a great number of useful sources from social networking systems and authentic materials which are declared by their special professors or professional teachers, instructors as well. (2016)

Moreover, according to the author's perspectives, educators or pedagogies who are highly master at their long-lasting results which belong to specific actions or performance during the process of teaching via using transactional and transmissional modules in harmony. As Schraw, G. and Brunning, R. (1999) claimed that motivation to read is highly productive to enhance critical thinking skills perceptibly. The map-making assignment and the activity of poem response are substantially helpful to convince students or readers to imagine, to express, to analyse, to criticize, to judge what they learned and why, how to understand and how to practice, what will lead in the future. As an example of that, from young people to old ones who portray or depict their motions and acts critically, logically within a variety of ways or approaches'.

CONCLUSION

Taking everything into account it can be concluded that learning or else teaching different foreign languages in the field of education is more efficacious in practices as well as in inclusive education. Finally, it should be mentioned that "Actions speak louder than the words", especially the vast majority of teachers or linguistics' hard work is forever helpful to show off any talents in language learning process maximally.

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