



written proposals. Encourage students to listen to each other's ideas, provide feedback, and work together to select the best extracurricular activities to pursue. By using the Think-Pair-Share technique, students can actively participate in the planning process, collaborate with their peers, and take ownership of the extracurricular activities they want to see at their school. (Sokhiba, R. 2023)

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STRATEGIES AND TECHNIQUES FOR OVERCOMING A CRITICAL SITUATION DURING SIMULTANEOUS INTERPRETATION

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Abstract

Teaching foreign languages as non-native is a challenging task that presents numerous obstacles for both learners and educators. Despite advancements in teaching methodologies and materials, various problems persist, hindering the effective acquisition and mastery of the target language. This scientific article delves into the key issues associated with teaching foreign languages as non-native, showcasing examples to illustrate their impact.

Keywords: Non-native learners, Language acquisition, Native language interference, Pedagogical training in simultaneous translation, Authentic materials, Cultural biases



The teaching of foreign languages as non-native has become increasingly prevalent in recent decades due to globalization, increased international travel, and the need for intercultural communication.

However, non-native learners face unique challenges in acquiring and mastering a foreign language.

Issues Related to Learners:

1. **Lack of Native Exposure:** Non-native learners often lack regular exposure to the target language in authentic settings, which impedes their natural language acquisition. They may struggle to develop fluency and accuracy in speaking, listening, reading, and writing.

Example: Students learning Spanish as a foreign language may never have lived or traveled to a Spanish-speaking country, limiting their exposure to native speakers and the richness of the language's context. (Ellis, R, 1994).

2. **Native Language Interference:** Learners' native language plays a crucial role in shaping their perception and production of the foreign language. This can lead to errors in pronunciation, grammar, and vocabulary due to the transfer of familiar patterns and structures.

Example: English-speaking learners of French often pronounce the "r" as /r/ instead of the French uvular /ʁ/ due to the influence of their native phonological system.

As Saidova G.A said "Teaching English as a second language to youngsters can be challenging, but it can also be incredibly rewarding. By creating a positive learning environment, using age-appropriate materials, focusing on communication, making learning fun, providing feedback, and involving parents, you can help your students achieve success in English."

Issues Related to Educators

3. **Limited Proficiency of Teachers:** Some teachers of foreign languages may not possess native-like proficiency in the target language, which can affect their ability to effectively model pronunciation, grammar, and other aspects of the language.



Example: A Spanish teacher who is not a native speaker may pronounce certain words incorrectly, passing on these errors to students.

4. Inadequate Pedagogical Training: Teachers may lack specialized training in foreign language pedagogy, leading to ineffective teaching practices. This can hinder learner progress and create frustration.

Example: A teacher who has not received training in communicative language teaching methods may rely on traditional grammar-translation approaches, which can be less engaging and less effective for learners.

Issues Related to Teaching Materials

5. Lack of Authentic Materials: Foreign language textbooks and other teaching materials often fail to provide sufficient exposure to authentic language use. This can limit learners' understanding of the target culture and their ability to communicate in real-life situations.

Example: A French textbook may include mostly grammar exercises and simplified dialogues, failing to expose learners to the richness and variety of native French speech.

6. Cultural Biases: Teaching materials may contain cultural biases that reflect the values and perspectives of the dominant culture. This can hinder learners' understanding of the target culture and their ability to engage meaningfully with the language.

Example: A textbook for teaching English as a foreign language may focus primarily on Western culture, neglecting the cultural diversity of English-speaking countries. (Larsen-Freeman, D, 2013)

Teaching foreign languages as non-native presents unique challenges that require careful consideration and tailored solutions. Addressing the aforementioned problems through teacher training, improved teaching materials, and increased exposure to the target language can significantly enhance the learning and teaching experience. By addressing these issues, educators can foster effective foreign language acquisition and empower learners to communicate effectively in the target language.



Native Language Interference: Learners' native language plays a crucial role in shaping their perception and production of the foreign language, leading to errors and difficulties. This issue has been extensively studied in the field of linguistics and second language acquisition since the mid-20th century.

Limited Proficiency of Teachers: Some teachers of foreign languages may not possess native-like proficiency in the target language, which can affect their ability to effectively model pronunciation, grammar, and other aspects of the language. This problem has been identified as a major concern in many countries, particularly in developing regions. (Richards, J. C., & Rodgers, T. S, 2014)

Inadequate Pedagogical Training: Teachers may lack specialized training in foreign language pedagogy, leading to ineffective teaching practices. This issue has been addressed by educational policymakers and teacher training institutions in recent years, with a growing emphasis on evidence-based teaching methods.

The problems encountered in teaching foreign languages as non-native are multifaceted and have been documented throughout the history of language teaching. Addressing these issues requires a collaborative effort from educators, policymakers, and researchers to develop effective teaching methodologies, materials, and teacher training programs. By overcoming these challenges, we can empower non-native learners to achieve proficiency in foreign languages and engage meaningfully in intercultural communication.

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IMPROVING CRITICAL THINKING SKILLS THROUGH THE SIX THINKING HATS TECHNIQUE AMONG B2-LEVEL STUDENTS

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Abstract

Nowadays, critical thinking skills are crucial for success in academic and professional settings. This study investigates the effectiveness of the Six Thinking Hats (STH) technique in enhancing critical thinking among B2-level English language learners. A group of B2 students participated in a program utilizing STH for analyzing complex topics. The program involved activities designed for each colored hat (White: information, Yellow: optimism, Black: caution, Red: emotions, Green: creativity, and Blue: process management). Pre- and post-tests assessed critical thinking through analysis, evaluation, and synthesis tasks. The study aims to determine if the STH program leads to significant improvement in B2 students' critical thinking abilities, particularly while discussing and evaluating complex issues in English. The findings will contribute to understanding the potential of STH in promoting critical thinking within language learning methodologies for upper-intermediate learners.

Keywords: critical thinking skills, Edward de Bono, Six Thinking Hats, communicative competence, problem-solving, case study, group work, discussions, debates, analysis, evaluation

INTRODUCTION

In today's world, we are required to think fast and often come up with creative solutions. Critical thinking is a valuable skill that can help you analyze information, consider different perspectives, and make informed decisions. Having the ability to think critically in English can have a positive impact on students' capacity to communicate freely and express their thoughts and ideas. According to the survey of Wati et al. (2023), it was found that the central issue hindering the acquisition of critical