



USING A PEDAGOGICAL FACILITATION APPROACH IN TEACHING ENGLISH AS A SECOND FOREIGN LANGUAGE TO FUTURE PHILOLOGISTS

Suvanov Ilyos Diyorovich

Doctoral Student

Uzbekistan State World Languages University

Abstract

The article examines the effectiveness of using a pedagogical facilitation approach in teaching English as a second foreign language to future philologists in higher education institutions. In modern educational practice, the preparation of competitive specialists requires the implementation of innovative and student-centered teaching methods that promote active participation and independent learning. In this regard, pedagogical facilitation is considered an effective approach that transforms the traditional role of the teacher into that of a facilitator who supports students' learning processes and creates favorable conditions for their intellectual and personal development.

INTRODUCTION

In the context of modern higher education, the process of teaching foreign languages has undergone significant changes due to globalization, academic mobility, and the increasing demand for multilingual specialists. Future philologists are expected not only to possess a high level of linguistic competence but also to demonstrate communicative, intercultural, and professional skills that enable them to function effectively in international academic and professional environments. In this regard, teaching English as a second foreign language requires the implementation of innovative pedagogical approaches that promote active learning, learner autonomy, and collaborative interaction in the educational process [7, 12p].



***Modern American Journal of Linguistics,
Education, and Pedagogy***

ISSN (E): 3067-7874

Volume 2, Issue 3, March, 2026

Website: usajournals.org

***This work is Licensed under CC BY 4.0 a Creative Commons Attribution
4.0 International License.***

Traditional teacher-centered methods, which emphasize knowledge transmission and passive learning, are gradually being replaced by learner-centered approaches that focus on the development of students' cognitive and communicative abilities. One of the effective approaches that supports this transformation is the pedagogical facilitation approach. Pedagogical facilitation is based on the idea that the teacher acts not only as a transmitter of knowledge but also as a facilitator who creates favorable conditions for students' independent learning, critical thinking, and personal development [5, 34p].

The facilitation approach plays a particularly important role in the process of teaching English as a second foreign language to future philologists. Since philology students are expected to master several languages and analyze linguistic and cultural phenomena, the learning process should encourage active participation, reflection, and creative use of language. In such conditions, pedagogical facilitation contributes to the development of students' motivation, communicative competence, and ability to work collaboratively in multilingual learning environments [9, 56p].

Despite the growing interest in student-centered teaching strategies in foreign language education, the issue of applying pedagogical facilitation in teaching English as a second foreign language to philology students remains insufficiently studied. Many higher education institutions still rely on traditional instructional models that limit students' opportunities for independent learning and interaction. Therefore, it is important to explore the pedagogical potential of facilitation in improving the effectiveness of foreign language teaching in philological education [7, 12p].

The aim of this study is to investigate the effectiveness of using a pedagogical facilitation approach in teaching English as a second foreign language to future philologists. The research focuses on identifying the pedagogical conditions, methods, and strategies that contribute to the development of students' communicative competence, learner autonomy, and motivation within the framework of facilitative teaching.



METHODS

This study employed a qualitative and quantitative research design to investigate the effectiveness of using a pedagogical facilitation approach in teaching English as a second foreign language to future philologists. The research was conducted among philology students studying English as a second foreign language in higher education institutions. The study aimed to analyze how facilitative teaching strategies influence students' motivation, communicative competence, and learning autonomy.

Several research methods were used in the course of the study. Theoretical methods included the analysis of pedagogical, linguistic, and methodological literature related to facilitation, foreign language teaching, and student-centered learning. These methods allowed the researchers to examine the existing scientific approaches to pedagogical facilitation and determine its role in modern foreign language education [3, 45p].

Empirical methods were also applied in the research process. They included classroom observation, questionnaires, and interviews with students. Classroom observation helped to identify the interaction between the teacher and students during the implementation of facilitation techniques in English language classes. Questionnaires were conducted among students in order to determine their attitudes toward the facilitative learning environment and their level of motivation in the process of learning English as a second foreign language [8, 61p].

In addition, elements of pedagogical experiment were used to evaluate the effectiveness of the facilitation approach in the educational process. During the experiment, various facilitation techniques such as collaborative learning, group discussions, problem-based tasks, and reflective activities were integrated into English language lessons. These activities were aimed at creating a supportive learning environment in which students could actively participate in communication and develop their language skills [6, 27p].

The collected data were analyzed using comparative and descriptive analysis methods. The results obtained from observations, questionnaires, and interviews were systematized and interpreted in order to determine the pedagogical



effectiveness of facilitation in teaching English as a second foreign language to future philologists.

RESULTS

The results of the study demonstrate that the implementation of the pedagogical facilitation approach in teaching English as a second foreign language had a positive impact on the learning process of future philologists. During the experimental classes, students showed higher levels of engagement, motivation, and participation in communicative activities compared to traditional teacher-centered lessons.

Classroom observations revealed that the facilitative learning environment encouraged students to take a more active role in the educational process. Students were more willing to express their opinions, participate in group discussions, and collaborate with their peers while completing communicative tasks. The teacher's role as a facilitator created supportive conditions in which students felt more confident using English in academic communication [6, 27p]. The results of the questionnaires also confirmed the effectiveness of the facilitation approach. A majority of students reported that collaborative tasks, problem-based activities, and group discussions helped them better understand the learning material and improved their ability to communicate in English. Students emphasized that interactive learning activities increased their interest in studying English as a second foreign language and contributed to the development of their independent learning skills [8, 61p].

Furthermore, the analysis of students' performance during the pedagogical experiment showed noticeable improvements in their communicative competence. Students demonstrated better fluency in speaking activities, increased participation in classroom interaction, and greater confidence in expressing their ideas in English. These findings indicate that the facilitation approach promotes the development of both linguistic and communicative skills among future philologists.

Overall, the results of the study confirm that the use of pedagogical facilitation strategies contributes to the creation of an effective and student-centered learning environment. Such an approach supports the development of learners' autonomy,



motivation, and communicative competence in the process of learning English as a second foreign language.

DISCUSSION

The findings of the study indicate that the use of a pedagogical facilitation approach in teaching English as a second foreign language contributes significantly to improving the effectiveness of the learning process for future philologists. The results confirm that facilitative teaching strategies help create a supportive and interactive learning environment in which students become active participants rather than passive recipients of knowledge.

The data obtained during the research demonstrate that facilitation encourages students' motivation and engagement in the learning process. When the teacher acts as a facilitator, students are given greater opportunities to express their ideas, participate in discussions, and collaborate with their peers. Such interaction not only improves their communicative competence but also develops critical thinking and independent learning skills, which are essential for future philologists in their professional activities [4, 39p].

The results of this study are consistent with previous research on student-centered learning and facilitative teaching methods. Scholars emphasize that facilitation promotes the development of a learner-oriented educational environment where students are encouraged to explore knowledge independently and participate actively in the learning process. In the context of foreign language teaching, this approach is particularly important because language acquisition requires constant communication, interaction, and practical application of linguistic knowledge [7, 12p].

Furthermore, the facilitation approach helps to strengthen collaborative learning among students. Group work, discussions, and problem-solving activities encourage learners to exchange ideas and support each other in the learning process. Such cooperation not only improves language proficiency but also enhances students' social and intercultural competencies, which are crucial for philology students studying multiple languages and cultures [9, 56p].



CONCLUSION

In the context of modern higher education, the development of effective methods for teaching foreign languages has become an important task, especially in the preparation of future philologists. The results of this study demonstrate that the pedagogical facilitation approach plays a significant role in improving the quality of teaching English as a second foreign language. Unlike traditional teacher-centered methods, facilitation focuses on the active participation of students and encourages them to take responsibility for their own learning process.

The research findings show that the use of facilitative teaching strategies contributes to the development of students' communicative competence, motivation, and autonomy. During the implementation of the facilitation approach, students were more actively involved in discussions, collaborative tasks, and problem-solving activities. Such interactive forms of learning allowed students to practice the target language in meaningful communicative situations and to develop confidence in using English in academic and professional contexts.

Another important outcome of the study is the positive influence of facilitation on students' motivation and interest in learning English as a second foreign language. The facilitative learning environment creates favorable psychological conditions in which students feel supported and encouraged to express their ideas freely. This atmosphere helps reduce anxiety and increases students' willingness to participate in classroom communication.

Furthermore, the facilitation approach promotes the development of important professional competencies for future philologists. These include critical thinking, analytical skills, intercultural awareness, and the ability to work collaboratively in multilingual and multicultural environments. Such competencies are essential for philology students who will later engage in teaching, translation, linguistic research, and other professional activities related to language and communication.

The study also confirms that the role of the teacher in the facilitation approach changes significantly. Instead of acting as the sole source of knowledge, the teacher becomes a guide and facilitator who supports students' learning processes, organizes collaborative activities, and creates conditions for



independent knowledge construction. This transformation contributes to the establishment of a learner-centered educational environment that meets the requirements of modern higher education.

In conclusion, the integration of pedagogical facilitation into the process of teaching English as a second foreign language can significantly enhance the effectiveness of foreign language education in philological programs. The results of this study suggest that the facilitation approach should be more widely implemented in higher education institutions in order to promote active learning, student engagement, and the development of communicative competence.

Future research may focus on exploring additional strategies and technologies that can support facilitative teaching in foreign language classrooms. Further studies may also investigate the long-term impact of facilitation on students' language proficiency and professional development in philological education.

References

1. Brown H. D. Principles of Language Learning and Teaching. – New York: Pearson Education, 2007.
2. Richards J. C., Rodgers T. S. Approaches and Methods in Language Teaching. – Cambridge: Cambridge University Press, 2014.
3. Harmer J. How to Teach English. – London: Longman, 2007.
4. Rogers C. Freedom to Learn for the 21st Century. – Columbus: Merrill Publishing Company, 1983.
5. Knowles M. The Modern Practice of Adult Education: From Pedagogy to Andragogy. – Cambridge: Cambridge Books, 1980.
6. Zimnyaya I. A. Pedagogicheskaya psixologiya. – Moskva: Logos, 2004.
7. Passov E. I. Kommunikativny metod obucheniya inostrannym yazykam. – Moskva: Prosveshcheniye, 1991.
8. Jalolov J. Chet til o'qitish metodikasi. – Toshkent: O'qituvchi, 2012.
9. Safarova R. Pedagogik texnologiyalar va ularni ta'lim jarayonida qo'llash. – Toshkent: Fan, 2015.
10. Mahkamov N. Chet tillarni o'qitish metodikasi. – Toshkent: TDPU nashriyoti, 2018.

Internet sources



*Modern American Journal of Linguistics,
Education, and Pedagogy*

ISSN (E): 3067-7874

Volume 2, Issue 3, March, 2026

Website: usajournals.org

*This work is Licensed under CC BY 4.0 a Creative Commons Attribution
4.0 International License.*

-
11. UNESCO. Artificial Intelligence and Education: Guidance for Policy-makers. Available at: <https://www.unesco.org> (accessed 2025).
 12. European Commission. Artificial Intelligence in Education and Training. Available at: <https://education.ec.europa.eu>
 13. British Council. The Future of English Language Teaching. Available at: <https://www.britishcouncil.org>
 14. Cambridge English. Technology and Language Learning Resources. Available at: <https://www.cambridgeenglish.org>

Artificial Intelligence sources

15. OpenAI. ChatGPT and Artificial Intelligence for Education. Available at: <https://www.openai.com>
16. Holmes W., Bialik M., Fadel C. Artificial Intelligence in Education: Promises and Implications for Teaching and Learning. – Boston: Center for Curriculum Redesign, 2019.