

# THE TENDENCY OF TEACHING ENGLISH AS A SECOND FOREIGN LANGUAGE

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**Abstract:** *the article discusses issues related to the problems of teaching English as a second foreign language based on the first language. The process under study is complex, and requires consideration of the linguistic experience of students and reliance on a comparative analysis of the languages that are in contact in the educational process: English, German and Russian (native language). This process can be called the emerging educational multilingualism, which is characterized by manifestations of interference and transfer. To overcome the latter, and to improve the learning process, a comparative study of the linguistic phenomena of two languages is necessary. By identifying similar and distinctive features of the two languages, the teacher will be able to optimize the teaching of a second foreign language.*

**Keywords:** *bilingualism, multilingualism training, comparative analysis, interference, carryover, language skills, grammatical phenomena.*

## ТЕНДЕНЦИЯ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ КАК ВТОРОМУ ИНОСТРАННОМУ ЯЗЫКУ

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**Аннотация:** *в статье рассматриваются вопросы, относящиеся к проблемам преподавания английского как второго иностранного языка на основе первого языка. Изучаемая процедура сложна и требует дальнейшего изучения языковой основы студентов и опоры на сравнительный анализ языков, связанных с образовательным процессом: английского, немецкого и русского (родной язык). Этот случай можно назвать деривационной стадией образовательного многоязычия, которая характеризуется проявлениями вмешательства и передачи. Чтобы преодолеть последнее и улучшить процесс обучения, необходимо сравнительное изучение языковых явлений двух языков. Выявив схожие и отличительные черты двух языков, преподаватель сможет оптимизировать преподавание второго иностранного языка.*

**Ключевые слова:** *билингвизм, обучение многоязычию, сравнительный анализ, вмешательство, переноситься, языковые навыки, грамматические явления.*

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Teaching two or more foreign languages has become an urgent requirement of modern society, as one foreign language is not always enough with high mobility and sociability of most of the world's population. Over the past decades, English has taken the place of the world language, without which it is impossible to imagine many areas of human life, including the Global Network - the Internet. Therefore, in all educational institutions, both in a secondary school and in a higher educational institution, two or more foreign languages are taught in accordance with the curriculum. Being a rather laborious process, teaching two or more languages requires a different attitude and approach to the educational process from a foreign language teacher. The subject of the research is ways to increase the effectiveness of the methodological system of teaching English as a second foreign language through the use of transposition, and the limitation of interference between the first foreign and Russian languages. The purpose of the work is to investigate the process of teaching two foreign languages - English and German, which should, in our opinion, be based on a comparative analysis of the languages studied, the results of which form the basis of the educational process, and help teachers coordinate their work and achieve positive results. - actual results.

The similarities and differences of phonetic, lexical and grammatical systems of simultaneously studied languages not only help students to better understand and understand the studied language phenomena and processes, but also contribute to the development of linguistic guesses, broadening their horizons and increasing motivation. A comparative study of two foreign languages is also useful for a deeper understanding of the linguistic phenomena and processes occurring in the Russian and native languages of students. "Each language

should be considered as something completely self-sufficient, and only then, for methodological purposes, to facilitate mutual learning, it is possible to compare two language systems” [6, p. 318]. According to many scientists [V.D. Arakin O.S. Akhmanova, V.G. Hack, V.N. Yartseva, R.Yu. Badger, L.S. Barkhudarov et al.], The inclusion of comparative analysis in the process of teaching two or more foreign languages helps to accelerate and deepen the process of understanding, memorization and automation of language and speech skills of students. The use of comparative analysis for linguodidactic purposes requires, first of all, to determine methodologically relevant similarities and differences between the compared languages. Then it is necessary to determine the type of interlanguage interference, and what difficulties may arise as a result of interlanguage differences. At the final stage, there is a need to create a system of exercises based on interlanguage comparison as a method of teaching a non-native language. Comparison of the studied languages for didactic purposes allows the teacher to determine the difficulties associated with the features of multisystem languages and find ways to overcome difficulties. In addition, for students of a second or third foreign language, such a manual is needed that would be based on the results of comparative analysis, and take into account the differences and similarities of the languages studied, which should be reflected in the system of exercises and presentation of the material. The theoretical issues of the simultaneous teaching of two or more foreign languages are dealt with multilingual teaching, i.e. the theory of teaching multilingualism, the subject of which is the study of optimal methods, techniques, methods of teaching several foreign languages simultaneously or sequentially under different conditions and for different learning purposes”[3]. Baryshnikov N.V. defines the principles of teaching multilingualism, which are the basis for the professional training of a modern multilingual linguist as follows: - the principle of integrative teaching in several languages; - The principle of co-learning several languages; - The principle of reliance on the linguistic and educational experience of students; - The principle of cognitive orientation of the learning process of English; - The principle of intercultural orientation of the learning process of foreign and others [4]. Students do not learn a foreign language spontaneously, like learning a mother tongue, but in an organized manner, in three stages - preschool education (kindergarten), school education (primary, secondary and senior secondary school) and university. Unlike the native language, a foreign language represents for students a certain social, cultural and cognitive reality with which students are not able to contact constantly. Therefore, many scientists define this type of multilingualism as an artificial emerging educational multilingualism [5].

One of the main requirements of the methodology has always been the creation in various ways in the lesson of natural situations for foreign language communication. However, at present, using multimedia and technical teaching aids, the teacher has the opportunity to create an authentic language environment in the classroom in a foreign language. The process of teaching two or more languages is complex and time-consuming, as learning the first foreign language is always based on transferring some language and speech skills and abilities from the native language. This phenomenon in some cases produces a positive effect (transfer phenomenon), but in most cases it produces negative results (interference phenomenon), and interferes with the correct perception of linguistic material. As for the second foreign language, the double influence on it is exerted by the skills acquired by students in the study of the first foreign language, as well as the linguistic experience formed by students on the basis of their native language.

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