

**TEACHING A SECOND FOREIGN LANGUAGE IN A LINGUISTIC
UNIVERSITY AS A LINGUO-DIDACTIC PROBLEM
LINGVISTIK UNIVERSITETLARDA IKKINCHI CHET TILINI
LINGVODIDAKTIK MUAMMO SIFATIDA O'QITISH.
ПРЕПОДАВАНИЕ ВТОРОГО ИНОСТРАННОГО ЯЗЫКА В
ЛИНГВИСТИЧЕСКОМ ВУЗЕ КАК ЛИНГВОДИДАКТИЧЕСКАЯ
ПРОБЛЕМА**

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Annotation The article considers the problem of teaching a second foreign language in a linguistic university. The problem is viewed in the context of linguo-didactic approach which represents a developing interdisciplinary branch of science. The study shows results of the survey conducted with students learning a second foreign language, as well as their opinion regarding teaching methods. The article reviews some issues related to methods of second language teaching.

Key words: second foreign language teaching, linguo-didactic system, individual work, independent learning.

Аннотация: В статье рассматривается проблема преподавания второго иностранного языка в лингвистическом вузе. Проблема рассматривается в контексте лингводидактического подхода, который представляет собой развивающуюся междисциплинарную отрасль науки. В исследовании представлены результаты опроса, проведенного среди студентов, изучающих второй иностранный язык, а также их мнение относительно методов обучения. В статье рассматриваются некоторые вопросы, связанные с методикой преподавания второго языка.

Ключевые слова: обучение второму иностранному языку, лингводидактическая система, индивидуальная работа, самостоятельное обучение.

Annotatsiya: Maqolada lingvistik universitetda ikkinchi chet tilini o'qitish muammosi ko'rib chiqiladi. Muammo fanning rivojlanayotgan fanlararo sohasini ifodalovchi lingvodidaktik yondashuv kontekstida ko'rib chiqiladi. Tadqiqotda ikkinchi chet tilini o'rganayotgan talabalar bilan o'tkazilgan so'rov natijalari, shuningdek, ularning o'qitish usullariga oid fikrlari ko'rsatilgan. Maqolada ikkinchi tilni o'qitish usullari bilan bog'liq ba'zi masalalar ko'rib chiqiladi.

Kalit so'zlar: ikkinchi chet tilini o'qitish, lingvodidaktik tizim, individual ish, mustaqil ta'lim.

The problem of the demand for graduates, competition in the labor market, the desire of graduates to continue their education in foreign universities increase the requirements for the training of specialists in language universities. In the light of the foregoing, it is not enough to know one foreign language; it is necessary that graduates of language universities speak a second foreign language at a professional level. Graduates who speak a second foreign language gain an additional competitive advantage in various fields of activity.

A second foreign language should be considered as a chance and an opportunity to gain additional language competence with an economic, professional perspective. The Ministry of Education and Science of the Russian Federation supports multilingualism in education, recommends the choice of curricula that provide for the study of a second foreign language. In the main school, the introduction of a second foreign language is provided if the school chooses the appropriate version of the curriculum, in which 2 hours a week are allocated for the second foreign language from grades 5 to 11. By 2020, Russian schools should switch to compulsory learning of a second foreign language from the fifth grade.

The problem of improving the quality of foreign language education requires the search for effective forms, means and methods in teaching foreign languages, including teaching a second foreign language [3]. Unlike schools in universities, teaching a second foreign language has been going on for a long time, since the middle of the 20th century. Despite this, the specifics of teaching a second language

are still little taken into account, it is often taught as a first language, materials intended for teaching a foreign language as a first language are used, and a systematic approach to teaching is not implemented. Education is based on the language and pedagogical experience of teachers without sufficient theoretical understanding. This should be understood from the standpoint of the theory and methodology of teaching due to the fact that there is not enough scientific research on this issue - on the one hand, on the other hand, experience has been accumulated that needs to be analyzed and generalized.

The need to improve the educational process in a language university dictates research into the quality of teaching foreign languages. So, in general, NEFU and, in particular, the Institute of Foreign Philology and Regional Studies monitors the quality of education, which makes it possible to evaluate various characteristics of the pedagogical process and is focused on solving practical problems, developing recommendations for optimizing the educational process.

One of the main tasks of a language university is to improve the quality of teaching of the disciplines taught, including the second foreign language. Based on the concept of N.V. Kuzmina, one can imagine a model of teaching a second foreign language [2]. The model of teaching a second foreign language to students of a language university as a linguo-pedagogical system includes a goal, a subject (teacher), a student as an object and a subject, means of teaching a second language, the content of teaching a second foreign language. Based on the understanding of teaching a second foreign language as a linguo-pedagogical system, we included indicators related to the elements of a linguo-pedagogical system in the program for studying the state of teaching a second foreign language in a language university. The opinions and judgments of students are among the elements of the linguo-pedagogical system.

In order to study the opinions of students - the object and subject of the linguo-pedagogical system for teaching a second foreign language, we organized a survey of students of 2-3 courses of the PTI. The choice of students of the second and third

courses was determined by their experience of teaching at a language university and the formation of a certain style of work. In accordance with the sample, 149 people were interviewed, of which 38% were 2nd year students and 62% were 3rd year students.

Almost all students believe that a second foreign language is important in their education (86%). Students also believe that learning a second foreign language is important for the future (82%). 83.8% of students talk about the need to learn a second foreign language. Thus, the need to learn a second foreign language is recognized by the vast majority of students. Considering the fact that the majority of students are bilingual, the desire of students to learn other languages, their desire for multilingualism, is commendable. Researchers note that teaching a second foreign language in our country takes place under conditions of mutual influence of two or three languages [4; 5].

Students express their opinion about effective activities in a second language lesson: “Communicating in a language is more effective than doing exercises”, “Dialogue is the most effective (teacher and students), a large number of exercises are not required”, “Speaking, oral practice” (often encountered), “More conversational assignments”, “effectively thematic live communication, no need - staged parodies”, “Oral performances, practice” (the most common opinion). “More attention should be paid to the vocabulary used by native speakers to communicate in a foreign language; written assignments are not very effective”, “More oral assignments so that students can learn to express their thoughts on any issue. There are many tasks in the classroom that require only exact answers, which prevent students from thinking, reasoning, and expressing their point of view.

Realization of opportunities primarily depends only on the students themselves. However, a significant number of students (55.7% of the respondents) admit the inability to mobilize their abilities, note the lack of self-organization. The data testify to the problems of students' transition from the object to the subject of the linguo-pedagogical system. Obviously, students need help in choosing the methods of

educational work that suit their individual characteristics, which will contribute to the educational autonomy of students.

In the process of teaching a second language, it is necessary to take into account the individual characteristics of the student as a subject of educational activity, his individual psychological, age and ethnic characteristics of the personality, as well as his interests. The organization of independent work of students and control over independent work of students should be put at the forefront. It is certain that the organization of independent work of students and its control takes a lot of time, it is necessary to develop a large number of tasks and check them outside the classroom.

But modern foreign language education, which includes teaching a second foreign language, is undergoing changes, in particular, the prospects for teaching didactics are changing. Priority should be given to the development of student learning methods and strategies, not just the development of teaching methods. A foreign language teacher should strive not so much to cover work activities, manage and control activities, but to develop independent learning and student independence [6].

In the development of independent work skills for mastering a second foreign language, the role of a teacher is very significant, a foreign language teacher presents learning strategies and contributes to their development. The stage of promoting the development of independence in mastering a foreign language is very important. Researchers distinguish among students capable of autonomous learning, first of all, a positive attitude towards learning, which is necessary for mastering a foreign language [7].

The use of linguistic experience without analysis can lead to interference. When teaching students a second foreign language, it is necessary to conduct interlingual comparisons, to involve associations from the languages being studied. Interference occurs because stable listening skills are transferred to a second foreign language. When teaching a second language to students who speak several languages,

one should take into account their language competence, compare the phenomena of language systems. Students, identifying similarities and differences in language systems on their own or with the help of a teacher, overcome the interfering influences of the languages being mastered and successfully master a second foreign language.

So, teaching a second foreign language can be the more productive, the more teaching a second language as a linguistic pedagogical system is aimed at developing students' ability to take responsibility, set learning goals, outline a plan for achieving them, and also, taking into account their language experience, develop the ability to overcome interfering influences.

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