

SOME PROBLEMS OF TEACHING A SECOND FOREIGN LANGUAGE

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Abstract: The article discusses some problems of teaching a second foreign language in the context of the principle of variability in Education system of Uzbekistan in connection with the need to develop in students certain competencies that allow them to participate in a new society built on knowledge. A set of problems associated with teaching and learning a second foreign language is discussed, and ways to solve them are proposed.

Key words: Education; second foreign language; English language; principle of variability; intercultural communication;

Modern society requires thinking and educated people. Education, which includes upbringing and training, is aimed at ensuring that in the modern world the objectively established conditions of existence of a particular individual meet the needs of the entire society. This concerns significant aspects of the life and activity of a particular person, primarily his cognitive activity and verbal communication. In this regard, in recent years, the communicative and speech functions of education, and, consequently, the subjects of the language cycle, have come to the fore in Education system of Uzbekistan.

The rapid development of society requires a person to be able to quickly adapt to dramatically changing living conditions. That is why creative activity is becoming a necessary condition for scientific and technological progress, which requires a rethinking of the educational process and the introduction of new requirements for the content and development of education, which, in terms of foreign language proficiency, require the ability not only to understand written and spoken language, but also the ability to act effectively in conditions foreign language communication, which implies a higher level of language and speech training.

Today in Education of Uzbekistan, a key place is given to the principle of variability, which allows the teacher, on the one hand, to independently choose and design the pedagogical process, being within the framework of a certain educational standard, on the other hand, the student is given the opportunity to choose and participate in the development of academic disciplines, included in the curriculum of the relevant educational institution. This allows us to pay sufficient attention to the student as a developing personality - his ability to think independently, develop intellectually, and creatively solve assigned problems.

Currently, the problem of teaching a foreign language at institute is extremely relevant. The teacher is faced with the difficult task of developing in the student certain competencies that allow him to participate in intercultural communication. To do this, it is necessary to develop, improve, optimize, introduce new techniques and methods of teaching foreign languages, use all kinds of teaching aids in the classroom, strictly plan the educational process, constantly study the level of motivation of students, and find new forms of interaction between teacher and student. In addition, teaching foreign languages at school should pursue the expansion and systematization of knowledge, skills and abilities related to foreign language



communication, an increase in the vocabulary used, as well as further development of foreign language speech culture.

Teaching and learning a second foreign language is absolutely necessary for the following reasons:

- ✓ Choosing a student to study several foreign languages from those included in the educational standard and curriculum will allow observing the key principle of Education in Uzbekistan - the principle of variability, which will allow maintaining a balance of teacher-student interaction;
- ✓ Independence of thinking, intellectual development, creative solution of assigned problems as components of the formation of a student's personality will become inevitable companions of learning a second foreign language;
- ✓ Personal growth, self-education, the need for advanced training in relevant educational institutions in foreign countries will be an integral part of teaching a second foreign language;
- ✓ Competencies that allow the student to participate in intercultural communication will become easily developed and achievable, their number will be optimized and minimized;
- ✓ Knowledge, abilities and skills related to foreign language communication will be systematized and expanded taking into account the educational standards of foreign countries;
- ✓ The vocabulary used and the lexicological horizon will be increased with the further development of foreign language speech culture both within the framework of the existing educational standards of our state and within the educational systems of foreign countries;
- ✓ Practical skills acquired while studying a second foreign language will certainly allow one to participate "in a new society built on knowledge" and actively develop in it, contributing to the expansion of foreign language communication and interpersonal communication.

The first and main problem is which second foreign language to teach? In the event that this is a specialized technical institutes, the answer is clear: several languages. In military institutions, foreign languages of potential enemies - German, Japanese - should become mandatory for study along with English. In culinary colleges, the second foreign language must be French, in maritime schools - Portuguese, Spanish, etc.

All other problems are of an applied nature and can be completely solved in practice. First of all, it is necessary to improve the material and technical base for teaching a second foreign language in order to introduce modern techniques and methods of teaching foreign languages. Then edit the curricula and curricula, increasing the volume of labor-intensive credit units, without in any way sacrificing hours of other philological disciplines. It seems necessary to plan the educational process in such a way that the load on the teacher is not excessively increased, but is comfortable with an appropriate level of remuneration for teachers, which should be as close as possible to the level of remuneration of the administration of the relevant institutions. And, finally, to "motivate" students of a second foreign language in case of successful mastery of academic disciplines by long-term educational and educational and production practices in native countries of the foreign language being studied, where teachers of the second foreign language will undergo regular training.



We believe that teaching and studying a second foreign language will allow us to achieve high results in the shortest possible time in increasing the demand for graduates of relevant educational institutions and their sustainable multilingual communication. All that remains is to wait until we become aware of ourselves as part of the world community and certain socio-economic conditions for the development of the state. In this case, compulsory teaching of a second foreign language will become a reasonable continuation of the integration of the individual into the world space.

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