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## THEORETICAL FOUNDATIONS OF TEACHING A SECOND FOREIGN LANGUAGE IN A NON-LINGUISTIC UNIVERSITY

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**Abstract:** The introduction of a second foreign language at the university means that education becomes multilingual: the native language, the first foreign language, the second foreign language form a unique linguistic phenomenon. However, since teaching any language is inextricably linked with the culture of the country of the target language.

**Key words:** second foreign languages, teaching, specialist-teacher, speech activity, higher education, skills.

Teaching a second foreign language in a non-linguistic university as a linguae-didactic problem. In the context of globalization of the economy, a surge in the development of telecommunication technologies, as well as taking into account the increasing competition in the labor market every year, the issues of teaching foreign languages to students of a non-linguistic profile are becoming more and more urgent. Linguistic training as a process different from linguistic education, that is, from teaching foreign languages to future professional linguists, is covered in great detail in modern scientific works of domestic scientists, including dissertations. It should be noted, however, that linguistic training mainly means teaching English by default. There are two reasons for this. 1) English is the leading means of intercultural communication at the beginning of the 21st century 2) In the domestic methodology, the issues of teaching foreign languages other than English are not covered very fully. First of all, this happened because active mass study of them

began to take place in our country only after the collapse of the USSR. The new period in the history of our country just coincided with the final formation of the English language as the main international language. The practical problem in this case is that a teacher teaching other foreign languages has to be guided either by general didactic provisions or "transfer" knowledge of English teaching methods to other languages, which often negatively affects the effectiveness of teaching them. The issues of teaching students a second foreign language are even less covered. It is understood that the process of mastering a second foreign language is no different from learning the first, except that the second language is learned in a slightly smaller volume. In fact, the development of a second foreign language by a person has a number of features that must be taken into account in the process of teaching it to students.

- 1) A person studying a second foreign language already has experience in mastering a new language. This is no longer a new activity for him.
- 2) Considering that European languages have many common roots of words and similar principles of grammar functioning, much can be memorized by analogy with the first foreign language. This significantly reduces the time spent and increases the efficiency of mastering a second language.
- 3) With the successful study of the first foreign language, a person feels the practical benefits of mastering it, which has a positive effect on the motivation to learn the second. The teaching of a second foreign language to students of non-linguistic specialties in lingua didactics and in higher education pedagogy is almost not covered. The novelty of this article lies in the fact that it examines the features of teaching a second foreign language in a non-linguistic university. At the same time, in this issue, the most relevant are the aspects discussed in the following chapters of this article. The expediency of teaching a second foreign language to non-linguists. If the need for linguistic training of future non-linguistic specialists is becoming more and more obvious today in view of the rapid spread of English as a leading means of intercultural communication in various fields of activity, then the

question of whether non-linguists need a second foreign language at a university is very controversial. At the same time, the main arguments against studying it are as follows:

- 1) The second foreign language is an extra discipline in the curriculum that takes hours that could be used for a deeper study of the first foreign language or for professional disciplines.
- 2) The second language is always learned from scratch, so it is difficult to achieve a high level of proficiency in it within the hours allotted to the curriculum.
- 3) If English as the first foreign language will definitely come in handy for a graduate in professional activity, then it is not at all necessary that the language that was studied at the university will be useful as the second, in which case a person will have to re-learn the third foreign language. Undoubtedly, all of these arguments are valid, and most non-linguistic students really only learn one foreign language (English).

On the other hand, in our time, other international languages are also actively spread in the world, in addition, now the knowledge of a specialist in English is not something special. That is why, as well as due to the increasing competition in the labor market, knowledge of English alone may not be enough. This is especially true for students studying in areas that are not formally linguistic, but imply the graduate's entry into active intercultural communication. These areas of training include, for example, "Tourism". A second foreign language is also provided in the curricula of some other areas, for example, "Management". On the other hand, knowledge of a foreign language other than English is useful for a modern person, not only from a professional point of view. Foreign languages help a person to feel more confident in tourist trips abroad. Here you can recall the statement of Francis Bacon that a person who goes to a country, not having first mastered its language, goes on a study, and not on a journey.

A non-linguistic specialist who is fluent in three or more foreign languages in our country is a rather rare phenomenon. In addition, students of language universities have the opportunity to choose a second foreign language to study, while their choice is often dictated by taste rather than calculation. In a non-linguistic university, there is often only one second language, since in the absence of a specialized department it is difficult to attract a large number of teachers who speak different foreign languages. This is especially true for rare languages. Thus, which second foreign language students will study may depend on the institution. Let's consider below the most possible options. German. This language is actively recapturing the positions that it somewhat lost in the second half of the last century.

Methodological and organizational features of teaching a second foreign language in a non-linguistic university From the point of view of the organization of the educational process, the question of which courses should be taught in a second foreign language is important. As practice shows, in non-linguistic universities, a second foreign language is taught in senior years, mainly when students have already completed their study of English, which in most cases is studied in the first and second years. The main arguments in favor of this state of affairs are as follows:

1) Linguistic training is extended for the entire period of students' study at the university.

2) For students of a non-linguistic profile, studying two foreign languages at once is an overload, which can result in antipathy towards them.

3) Senior students are more focused on professional activities, many already have employment experience, understand the specifics of the labor market and understand the importance of language skills for a successful career.

Teaching a second foreign language at a non-linguistic university has the following features. 1) Education is conducted from scratch 2) Education is not based on the school curriculum and is not tied to it in any way. 3) Training can be conducted with support not only in Russian, but also in English. 4) Teaching a second foreign language is deepening of the linguistic training of students, which is useful, among other things, for expanding their general horizons. 5) Learning a second foreign language takes place without a detailed analysis of the alphabet, which allows you to speed up the process of mastering the language at the initial stage. Recently, much has been said about the fact that teaching a foreign language to non-linguistic specialists should be practical, since knowledge of the language has an applied value for them.

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