

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ФАНЛАР  
АКАДЕМИЯСИ МИНТАҚАВИЙ БЎЛИМИ  
ХОРАЗМ МАЪМУН АКАДЕМИЯСИ**

**ХОРАЗМ МАЪМУН  
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**OBJECTIVES AND PRINCIPLES OF LEARNING ENGLISH LANGUAGE AS A SECOND FOREIGN LANGUAGE IN AN AGRARIAN UNIVERSITY**

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*Annotatsiya. Ushbu maqolada ingliz tilini ikkinchi chet tili sifatida o'qitishning maqsad va tamoyillarini va mutaxassislar tomonidan har xil talqin etilshi o'rganib chiqadi.*

*Kalit so'zlar: ingliz tili, ikkinchi til, o'rganish, maqsad*

*Аннотация. В этой статье рассматриваются цели и принципы обучения английской язык как второму иностранному языку и трактуются специалистами по - разному.*

*Ключевые слова: английский язык, второй язык, обучение, цель*

*Abstract. This article examines the goals and principles of teaching English as a second foreign language and is interpreted by specialists in different ways.*

*Keywords: English, second language, learning, goal*

According to experts in the field of teaching English as a second foreign language, the main goal of teaching is the formation of skills, students to apply a second foreign language in situations of everyday communication, to use a second foreign language as a tool of communicative action.

The second goal of education is closely related to it - the formation of intercultural competence of students: the ability to better and deeply understand the lifestyle and mentality of speakers of a second foreign language and their cultural heritage. As a strategic goal of teaching English as a second foreign language, "the development of students' ability to intercultural communication." In this strategic goal, she identifies two aspects: pragmatic and pedagogical.

The pragmatic aspect of the goal of teaching a second foreign language is associated with the formation of students' communicative competence, which allows them to use a second foreign language as an additional means of communication in typical socially determined situations. The pedagogical aspect of the goal involves the further improvement of the language abilities of students, the development of their ability to understand the commonality and difference between the native culture and the cultures of the countries of the first and second foreign languages.

The goal of teaching a second foreign language is "the formation of communicative competence in a second foreign language on the basis of communicative skills of students in their native and first foreign languages, as well as on the basis of previously formed general educational skills both at the interlanguage and interdisciplinary levels."

The author formulated two priority goals of teaching a second foreign language in a general education school and called them communicative-cognitive and cognitive-developing. In his opinion, the implementation of the cognitive-communicative goal presupposes, first, the mastery by students of reading authentic foreign language texts, as well as learning in a complex other types of communicative activities (listening, speaking, and writing) in the process of implementing the main leading component - teaching the ability to read authentic foreign language texts.

The second goal - cognitive-developmental - is inextricably linked with the first and is practically realized in the process of teaching the ability to read authentic foreign language texts, since reading develops the cognitive abilities of schoolchildren: their general thinking and speech abilities, their philological vigilance.

- The principles of teaching are the main scientifically grounded provisions on which the process of teaching a second foreign language is built in given conditions.

- The author identified four main methodological principles of teaching a second foreign language:
  - teaching a second foreign language is aimed at developing students' abilities for intercultural communication;

- taking into account the speech and learning experience of students in their native and first foreign languages;

- the principle of conscious language acquisition;

- interconnected teaching of the main types of speech activity, but with a differentiated approach to each of them.

On these principles, a methodological instruction on English as a second foreign language "I

and English language!"

Many principles of teaching a second foreign language in a general secondary school, including the following:

- intercultural orientation;
- intellectual orientation of training;
- the principle of a rational combination of conscious and unconscious in teaching;
- the principle of accounting for artificial subordinate trilingualism;
- the principle of taking into account the linguistic and educational experience of students;
- the principle of comprehensive training in all types of communication activities and a number of others.

In our opinion, the principle of accounting for artificial learning is of interest. By the beginning of the study of a second foreign language in 1 course, students of an agrarian university of the age can be considered as having individual, conditional, subordinate bilingualism. In the context of further development of communicative abilities in their native language, the all-round improvement of foreign language speech skills and abilities in the first foreign language, students begin to master the second foreign language, and at a certain stage of its development, they inevitably become proficient at the psychological level, individual, conditional.

A distinctive feature of this type of teaching is the subordination of the first and second foreign languages in relation to the native language of students, which they know perfectly. Thus, the process of mastering a second foreign language is provided with psychological and linguistic support in two languages previously mastered to varying degrees, based on the students' realization of their linguistic experience.

Thus, the main language in teaching a second language is the native language of the students. Knowledge of the first and second foreign languages is imperfect:

- insufficient level of ease of the process of perception and speech production in foreign languages;
- fragmentary use of foreign languages in everyday communication outside the linguistic environment;
- no real need to use foreign languages as a means of communication.

However, even not pronounced traces of foreign languages in the psychological structure of the student's personality give reason to speak about the great importance of foreign languages in the psychological development of the student's personality, about a special kind of modality of trilingualism, which has a significant impact on the communicative development of senior students.

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## BASIC THEORETICAL AND METHODOLOGICAL ASPECTS OF TEACHING ENGLISH LANGUAGE

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*Annotatsiya. Ushbu maqolada talabalarning axloqiy tarbiyasini takomillashtirishga qaratilgan darslar va o'quv faoliyatining metodlari va nazariyalari tizimi yoritilgan.*

*Kalit so'zlar: milliy ta'lim, usul, tizim, pedagogik texnologiya, metodologiya, pedagogic mahorat.*

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