Learning English as a Second Foreign Language at Agrarian University

Isanova Feruza Tulkinovna

Tashkent State Agrarian University
isanovaferuza2909@gmail.com

Abstract: The article highlights the following basic methodological principles of teaching English as a second foreign language. Teaching English as a second foreign language has a pronounced personality-oriented focus. this means that the starting point in the construction of the educational process is the student as a subject of educational activity and as a subject of intercultural communication, his individual picture of the world, his motives, socio-cultural development programs, his emotions and moods, current interests and needs.

Keywords: English, teaching, second foreign language, principle, student, methods

I. INTRODUCTION

Teaching English as a second foreign language is a cognitive process. The implementation of this principle presupposes not only and not so much the acquisition by students of a new means of linguistic coding of concepts. But the formation of a student's picture of the world by introducing him to both the authentic verbal and objective meanings of the new system of worldview and worldview, the carrier of which is primarily his foreign peer. Consequently, English should not be taught as a formal system.

II. METHODS

To teach a language means to teach the culture of its native speaker, to form the student's ability to relate his own and someone else's, to understand what unites the original culture and the cultures of the countries of the first and second foreign languages being studied and what is different and why. Interest in the phenomena of mentality, the ability to compare them with one's own worldview and world cultural experience, and to enrich one's own picture of the world is the "cognitive basis" of the process of teaching English as a second foreign language.

Teaching English as a second foreign language is built as a creative process.

According to this principle, frontal work is minimized. Paired, group types of work, joint creative assignments and projects occupy a significant place in the educational process. The student should have the opportunity to realize their own intentions in the course of solving certain communication problems. In the educational process, situations should be created that allow the student to independently transfer the previously acquired knowledge, skills and abilities into a new context of their use. At the same time, the content of teaching the English language is not subject to mechanical assimilation, but intellectual and creative processing and its interpretation.

Teaching English as a second foreign language should have an activity character, which is expressed in the external and internal (mental) activity of the student

The implementation of this principle contributes to the creation in the educational process of conditions in which:

- students learn to adequately express complex thoughts and states in relation to the goals, conditions and participants in communication;
- verbal communication is organically woven into the intellectual and emotional context of other students' activities;
- inter-subject connections are consistently implemented;
- each student has the opportunity to show their own imagination, creativity, activity and independence;
- each action has a deep personal meaning for the student.

The implementation of this principle involves teaching students various strategies for working on the language, which are based on general learning skills. Creative tasks and project work play an important role. Teaching the English language should stimulate high personal motivation of students in communicating in English and in learning this language. 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.

Teaching English as a second foreign language has a pronounced communicative focus

The educational process is organized as a communicative activity, approaching in its main parameters to real intercultural communication. This means that the educational process is aimed not at the formation of disparate skills "listening comprehension", "speaking", "reading", "writing", but at the development of communicative competence, that integrates them. At the same time, it is important to create in the educational process the motives of each speech and non-speech actions of students, both when teaching means of communication (vocabulary, grammar, phonetics) and communication skills.

III. RESULTS

Teaching English as a second foreign language has a consistent focus on the speech, educational, cultural experience of the student, formed in the process of comprehending his native culture and understanding his native language, as well as learning the first foreign language and the culture of its native speaker

The basis of this principle is the systematic attraction of associations from the native and the first foreign languages, the comparison of semantic nuances, the search for lexical equivalents, translation into the native and the first foreign languages. Taking into account the strategies of oral and written communication, formed because of the native and the first foreign languages, allows you to build the process of teaching English as a second foreign language intensively and economically.

IV. DISCUSSION

The introduction of a second foreign language at the university became a way out for English teachers from the current difficult situation, when the number of students studying English decreased significantly.

The course of English as a second foreign language is focused on the acquisition of professional English-speaking competencies by students.

To increase the efficiency of learning English as a second foreign language, audio and video materials, computer programs, as well as multimedia materials created by teachers of the second language for independent work of students in the multimedia room are used.

Stable results of mastering English as a second foreign language are not least achieved thanks to a team of like-minded teachers who have specialized language and economic education.

A high level of proficiency in English as a second foreign language after completing a bachelor's degree allows students to successfully continue studying English as a first foreign language abroad, as well as work in Uzbek and international companies.

VI. REFERENCES

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