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**THE PROBLEMS OF LEARNING A SECOND FOREIGN
LANGUAGE
(ON THE EXAMPLE OF TEACHING UZBEK AT MOSCOW STATE
LINGUISTIC UNIVERSITY)**

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Abstract: Current changes in the political, socio-economic and cultural spheres require a reconsideration of the teaching of foreign languages, the goals and objectives of foreign language teaching and the content of the organization of this process. At present, the Moscow State Linguistic University teaches Armenian, Azerbaijani, Kyrgyz, Kazakh, Ukrainian, Romanian, Tajik and Uzbek languages. The study of these languages at the university has created a great opportunity for the need for new approaches in this area, the creation of new curricula, textbooks, teaching aids. Textbooks on languages, teaching aids, textbooks, test kits, methodological recommendations for teachers have been developed. The content and purpose of this article are devoted to the problems of learning Uzbek as a second foreign language and the specific complexity of this process. The article analyzes the curriculum related to the teaching of Uzbek as a second foreign language in higher education institutions of the Russian Federation.

Key words: second foreign language, Uzbek language, culture of speech, stock of words, method of teaching language, vocal activity, speech skills, intercultural communication, practice of the speech communication.

INTRODUCTION

The tradition of learning a second foreign language in the higher education system began in the former Soviet republics in the 50s and 60s of the twentieth

century, and by the 1980s, bilingual education programs began to be introduced in higher education. [3,4-s] Foreign Curricula for the study of languages were included in the curricula of higher education institutions and had the status of learning languages as a second foreign language. By the end of the twentieth century, the collapse of the USSR and the formation of new independent states in this large region led to the establishment of new political, economic, cultural and friendly relations between these states. In particular, the establishment of the CIS was one of the first steps in this direction. On this basis, the establishment in 2002 of the Moscow State Linguistic University as a Basic Organization for the Study of Languages and Cultures of the CIS Member States opened a new era in the system of language learning in the Russian Federation. Current changes in the political, socio-economic and cultural spheres require a reconsideration of the teaching of foreign languages, the goals and objectives of foreign language teaching and the content of the organization of this process. At present, Armenian, Azerbaijani, Kyrgyz, Kazakh, Ukrainian, Romanian, Tajik, Uzbek languages are studied at the Moscow State Linguistic University. Textbooks on languages, teaching aids, textbooks, test kits, methodological recommendations for teachers have been developed. The study of Uzbek language at the university began in 2010. During this period, the textbook "Uzbek language for the CIS" (2012, Moscow, "Rema"), curricula, test kits were created. [1]

MATERIALS AND METHODS

Studying Uzbek as a second foreign language will allow Russian students to get acquainted not only with the Uzbek language and culture, the rich cultural heritage and history of the Uzbek people, the history of Uzbek statehood and its peculiarities, but also with the lives of today's Uzbek youth. This will help students to communicate more comfortably with the language learners they are learning in the future as part of their professional communication.

The process of teaching a foreign language as a second foreign language in higher education institutions relies on programs for teaching the first foreign

language, which are used as a template. However, second language teaching programs need to be structured based on real-life situations. For example, it will be necessary to create programs to provide the theoretical and practical knowledge needed to train a specialist in a government order or a separate targeted project. It can be said that at present there is a need to develop and further improve a sufficiently effective system for learning a second foreign language.

A student who will be able to acquire a high level of intercultural communication skills in the main types of speaking activities. One can argue that “the more languages each potential participant in the language learning process, the easier it is to enter the international community, to understand the national and cultural identity of a nation, so that it can take its rightful place in world labor market cooperation. . [2, p.70]

First of all, it is necessary to master the rules of language, however, in recent years, in the practice of language learning around the world, the formation of the ability to engage in intercultural communication in the pedagogical process is advancing rapidly. Because the development of peoples, nations and intercultural relations is growing day by day, the issues of instilling in young people the concepts of respect, attention and tolerance for other cultures are on the agenda. For this reason, the issues of interethnic dialogue are receiving increasing attention around the world.

Uzbek is taught on the basis of special programs like other foreign languages. One of such programs is *B 1.O.19.03 Working program on the second foreign language (Uzbek). The specialty is 41.03.01 - International regional studies : International political analysis of the world's regions* . This subject is studied in the 2nd and 3rd semesters of the undergraduate department.

Programs include such as *04.Culture and art; 06. Communication, information and communication technologies; 07. Administrative management and office activities; 11. Prepares for professional activities in the field of media, publishing and printing*. Graduates will be able to work in other fields in

accordance with the requirements of education and competence. A total of 576 hours were allocated for both semesters, of which 216 hours were for practical training and 333 hours for independent work. [5, p. 14]

The main content of the program consists of two sections: 1) oral and written speech practice; 2) practical grammar; These sections include a total of 15 topics, which are presented in an expanded form. For example, topic 12 is called “*Healthy Lifestyle, Health*” and includes: *Medical discoveries. Human body. See a doctor. How to stay healthy? Basics of proper nutrition. Diseases that threaten modern society. Benefits and harms of sports for the human body. The importance of the article " Healthy body".* [5,16-s]

Assignments include oral review, discussion, essay, presentation project, talk show, and hearing. The teacher can choose one of them according to the plan. Assignments for independent performance may also include drafting a presentation, preparing a report, conducting a discussion, listening to oral audio recordings independently, and writing essays based on feature films and books.

Again, referring to the program, according to the requirements of the program, students must be able to communicate in the state and foreign languages in the form of oral and written speech in the *process of communication. In the process of intercultural communication* , to be able to accept intercultural diversity in society in social, historical, ethical and philosophical terms. [5, p. 3]

333 hours are allocated for independent work in the program as mentioned above. A system of assignments on each topic and assessment tools to monitor independent work are recommended. For example, the approximate topics of presentation projects that are recommended to be prepared as a group for group students are:

- 1) *Uzbek- Russian relations new projects.*
- 2) *Russia and Uzbekistan relationship in the eyes of world.*
- 3) *Moscow as one the world largest cities in the world.*
- 4) *Historical cities of Uzbekistan.*

5) *Economic developmental prospects in Russian.*

6) *Youth movement and organizations in the world.*

7) *Prospects of the Commonwealth of Independent States.*

Topics of creative assignments for oral answer for each student: 1) *What can you say about tourists coming to Russia ?.* 2) *What can you say about the youth of your country?* 3) *To what extent are you interested in the history of your country, can you tell tourists about it?* 4) *Which country's history is interesting for you? What do you know about history of Uzbekistan?* 5) *Students' exams preparation process, their excitements and worries before and after the exam* [5, p.33]

Active participation in the process of interethnic communication encourages students to shape their own speaking activities. Being aware of the vocabulary, culture and history of another nation allows you to express yourself freely in the process of communication. One of such experiences is the teaching of the subject "Practice of professional communication in the second foreign language" in the study of Uzbek as a second foreign language.

Classes at the Faculty of International Relations and Socio-Political Sciences further expand students' knowledge of the language being studied and accelerate the process of engaging in oral communication. In the teaching process, the content of teaching this subject includes knowledge of local lore and the specifics of the main language of the country, non-equivalent vocabulary in the speech of speakers of the language, nouns, proverbs, sayings, phraseology, stable compounds, etiquette in the country. more attention is paid to specific aspects.

RESULTS AND DISCUSSIONS

The following recommendations can be made during the writing of the program on the subject "Professional communication practice in the second foreign language."

For example: 1. *Knowledge of the history and culture of the country where the language is studied:* a) the history of statehood, its periods; b) periods of

development of the country's history; c) national and national holidays, national traditions, weddings ;

2. *Sources on folklore: legends, fairy tales, proverbs, sayings, phraseology, euphemisms;*

3. *Knowledge of art :* a) songs, yallas, folk songs, modern songs, national pop songs; b) the art of national dance and its representatives; c) cinematography, historical films, feature films, contemporary films, documentaries; c) representatives of the arts and their famous works.

4) *Healthy lifestyle in the country, the development of sports;*

5) *Religion, interreligious relations and religious education in the country;*

6) *Youth policy. Youth organization in the country and its activities, the role of this organization among young people;*

7) *The activities of the media in the country: the press, television and radio. Internet.*

Daily lifestyle, in addition to simple conversational communication, memorizing new words and acquiring knowledge in each of the areas and directions listed above not only increases the student's vocabulary, expands the scope of knowledge, but also increases his ability to engage in oral communication, accelerate speech activity.

In the process of teaching a second foreign language, it is necessary to differentiate between the goals and objectives of teaching. The objectives of teaching can be general, practical, educational. 17] The developmental goal of teaching is to develop the student's language skills and is one of the most important aspects of teaching.

The task of teaching is to reflect the fact that the objectives of training are focused on certain stages in the process of training, the conditions of training. Tasks can be assigned to accomplish each goal. For example, the practical goals are to get acquainted with the language, the life of the country where the language is studied, the history and culture of the country, its achievements in various fields, and to

deepen the knowledge in this area. It also helps each language learner to expand their understanding of the language and the country in which the language is being studied.

Teaching a second foreign language helps to develop the ability to engage in more intercultural communication than the first foreign language. In the process of getting acquainted with the chosen language, students accept it as a new subject. In terms of potential, they are at a much higher level than school students, so they also have a special interest in learning a second foreign language.

In addition, in the process of learning the first foreign language, they become acquainted with another culture, and therefore gain an understanding of intercultural communication. The ability to get acquainted with and engage in intercultural communication becomes more active. [6, p.9]

When choosing literature in a second foreign language, and in the absence of special literature, when writing textbooks and manuals, it is necessary to pay attention to the following:

- 1) based on the experience of learning the first foreign language, to what extent does this textbook activate the language learning experience;
- 2) these teaching materials help to further increase the student's interest in learning a new language and culture;
- 3) to what extent these textbooks and manuals correspond to the knowledge of intercultural communication acquired by the student in the process of learning the first foreign language;
- 4) take into account that the content of texts, assignments and exercises in selected textbooks and manuals can allow comparison of languages and cultures.

In the process of learning Uzbek as a second foreign language, it is necessary to take into account its features and difficulties:

- 1) be able to perform certain tasks in addition to the main training material;
- 2) ability to work with dictionaries and reference books;
- 3) be able to work with additional literature in a foreign language;

- 4) be able to work with tables, statistics and illustrative materials;
- 5) ability to perform assigned tasks, creative approach to them;
- 6) independently get acquainted with fiction and work with media sources;
- 7) be able to work independently, concentrating.

CONCLUSION

Comparison, analysis and generalization help the student to master the material on Uzbek grammar. Specially designed textbooks for learning Uzbek as a foreign language, the availability of textbooks "Uzbek language for foreign countries" and teaching aids (complex of methodological manuals) in the absence of textbooks serve as an effective source to overcome the difficulties in this process. The development of a set of tasks in the form of audio recordings, practical recommendations for the integration of *listening, reading, speaking and writing processes*, which are types of speaking activities, will help to solve the problem of learning Uzbek as a second foreign language and make the language learning process more effective.

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