

MODERN APPROACHES TO TEACHING A SECOND FOREIGN LANGUAGE IN HIGHER EDUCATION**Sanat Matkarimov**

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Abstract. The paper substantiates the necessity of studying the second foreign language for increasing the competitiveness of a specialist in the labor market. Moreover, the study of German and French as the second foreign language on the basis of English is the most optimal combination, due to both the relevance of the named languages in modern society and by the presence of common linguistic features of these European languages. Some recommendations for a more successful development of a second foreign language are provided in the paper. **Keywords:** teaching of the second foreign language, motivation to study, mutual influence of languages and cultures, transfer, interference.

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Introduction. It is an indisputable fact that knowledge of a foreign language today constitutes an essential prerequisite for social and professional advancement, while foreign language proficiency is regarded by employers as an important personal and professional competence. In many organizations, knowledge of a foreign language is a mandatory requirement for concluding an employment contract with applicants. For young people studying two foreign languages at non-linguistic faculties of higher education institutions, this serves as a significant motivation for enhancing their competitiveness in the labour market.

It is also necessary to agree with O. V. Flerov's assertion that "foreign languages today are much more than simply a means of improving professional skills; they constitute an integral component of a comprehensively developed and educated personality" [10].

It is precisely the combination of these factors that has led to the inclusion of a new academic discipline, "Second Foreign Language," in the curricula of many higher education institutions in Uzbekistan, primarily in fields related to tourism, economics, engineering, and others. It is essential for the teacher to be able to develop communicative competence in the second foreign language on the basis of students' communicative skills in their native language and their first foreign language.

A number of leading domestic scholars, including I. L. Bim, A. A. Leontiev, N. V. Baryshnikov, and others, have addressed issues of language transfer, investigated the interaction between languages and cultures in the process of learning a second foreign language, and substantiated the necessity of relying on the first foreign language as a methodological support.

At present, English is the most commonly studied foreign language in higher and secondary educational institutions of Uzbekistan. It is spoken by more than 600 million people worldwide. Proficiency in English has become an essential requirement not only for those seeking employment abroad, but also for those aiming to build a successful career within their own country, as well as for individuals who occasionally travel abroad for business or tourism purposes. Therefore, English is most often the first foreign language taught in Uzbek educational institutions.

Research Methodology.

This study employs a qualitative and analytical research design aimed at examining modern

approaches to teaching a second foreign language in higher education. The methodological framework is based on an integrative approach combining theoretical analysis and comparative pedagogical observation. The research material includes scholarly publications, methodological manuals, curriculum guidelines, and scientific articles devoted to foreign language teaching, second language acquisition, and multilingual education in higher education contexts. Special attention is given to works addressing communicative, competence-based, and learner-centered approaches to language instruction. The methods applied in the study include analysis and synthesis of scientific literature, comparative analysis of different methodological approaches, and generalization of pedagogical experience in teaching a second foreign language. These methods allow for the identification of key principles, advantages, and limitations of contemporary instructional strategies. In addition, elements of descriptive and interpretative analysis are used to examine pedagogical practices aimed at developing communicative competence in a second foreign language. The study also considers the role of cross-linguistic interaction and transfer from the first foreign language as an important factor in the learning process. The combination of these methods ensures a comprehensive understanding of current trends in second foreign language teaching and provides a basis for formulating effective pedagogical recommendations for higher education institutions.

Analysis and Results

Of course, when choosing a foreign language for study, young people tend to select the languages of countries with which Uzbekistan maintains strong trade, economic, industrial, and investment relations, such as Germany, France, Italy, Spain, China, and the United Kingdom. This explains why German, French, Spanish, Italian, Chinese, and Portuguese are among the most popular second foreign languages.

The choice of German or French as a second foreign language is particularly common, and this is not accidental. It is facilitated both by the existing educational and academic ties between Uzbekistan, Germany, and France, and by certain shared linguistic features of these European languages, which stem from their belonging to the same language family the Indo-European family. English and German also belong to the same language group the Germanic branch and more specifically to the West Germanic subgroup. Although French belongs to the Romance language group, the similarity between English and French is also remarkably strong.

The genetic relatedness of these languages is reflected in a common lexical stock, as well as in similar grammatical phenomena and structural patterns. The affinity between English, German, and French is evident at all linguistic levels; however, the learning of these languages is facilitated primarily by lexical similarities and the presence of cognate vocabulary.

It is not coincidental that authors of numerous theoretical works in psycholinguistics, linguistics, linguodidactics, psychology, and foreign language teaching methodology maintain that the lexical (semantic) component constitutes the primary element in the structure of learners' language competence. It is also noteworthy that Anglicisms and Americanisms have become firmly embedded in all the languages of the world, primarily in European languages. It is widely recognized, moreover, that the English language itself contains a vast number of borrowings from languages across the world.

Thus, nearly half of the vocabulary of the English language consists of words of French and Latin origin. Researchers N.A. Pavlova and E.V. Ryzhova note that even today the French language remains one of the primary sources of lexical borrowing in English, while vocabulary from German and other languages above all Japanese as well as languages of Asia and Africa is also actively incorporated into English. German words are fairly widespread in colloquial speech, in media discourse, and in the language of fictional characters, and are also recorded in dictionaries [9]. This fact significantly mitigates a number of difficulties in acquiring the vocabulary of a second foreign language.

It should also be emphasized that all three languages discussed in this article demonstrate a high degree of productivity in word-formation patterns. If a learner has attained a sufficiently

high level of proficiency in the first foreign language, then this language (typically English) serves as a strong foundation for acquiring a second one. The presence of shared grammatical structures, similar word-formation models, and phonetic correspondences between English (as the first foreign language) and German/French (as the second foreign language) provides a solid basis for language acquisition.

Of course, when learning multiple foreign languages, certain objective difficulties arise, primarily the lack of sufficient time and often an insufficient level of self-discipline. In addition, the first foreign language frequently becomes an obstacle to the acquisition of the second, since it is never easy to quickly adapt to a different pronunciation system or to master the grammatical rules of a new language, even when the two foreign languages are typologically similar.

In order to eliminate some of the difficulties associated with learning a second foreign language, it is necessary to follow certain recommendations. For example,

- It is undesirable to begin studying a second foreign language without having a solid command of the first one, particularly in the areas of grammar and phonetics.
- An important prerequisite for the durable acquisition of foreign vocabulary is the development of an individual strategy for memorizing new lexical units.
- If difficulties arise in switching from one language to another, it is advisable to take a break from studies. There is no need to fear language interference, as humans possess the ability to switch relatively quickly between different linguistic systems.

The study of issues related to the acquisition of a second foreign language requires taking into account the phenomenon of interference. Teaching a second foreign language necessitates consideration of the influence of both the native language and the first foreign language, although the influence of the first foreign language is undoubtedly stronger than that of the mother tongue.

Since the basis of any learning process is transfer that is, the ability to apply previously acquired knowledge, skills, and competences in new conditions (in this case, in the study of a second foreign language) it is essential to organize instruction in such a way that transfer serves as a supporting mechanism for language acquisition. To achieve this, students should be encouraged to compare linguistic phenomena across both languages.

As I.L. Bim [3] notes, “the methodology of teaching a second foreign language is characterized by the comparison (contrastive analysis) of linguistic means of languages in all those cases where it helps to prevent interference and facilitate transfer.”

Conclusion. Thus, drawing on the learner’s experience of already mastering one foreign language is an essential condition for the successful acquisition of a second one. This experience is reflected in students’ ability to apply memorization strategies for new lexical items, to compare words and morphemic structures across foreign languages, and to identify both similarities and differences in the grammatical and phonetic phenomena of the languages under study.

However, the specific nature of teaching a second foreign language at university level is primarily associated with difficulties related to overcoming the language barrier and developing a “language sense.” With properly organized instruction, students begin to communicate relatively freely in the second foreign language after approximately 350–400 hours of study.

At present, we are witnessing the development of multilingual education in Uzbekistan, which gives rise to a new linguistic phenomenon requiring thorough and comprehensive investigation.

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