

TEACHING ENGLISH AS THE SECOND FOREIGN LANGUAGE

Student: Karimova Fotima Muzafar qizi

4th year student of SamSIFL

Scientific advisor: Gafurova. K

Annotation: The article deals with the investigation of some questions concerning the process of teaching English as the second foreign language based on the first language - the German language. The process under study is rather complicated. It requires taking into consideration the linguistic experience of students. In addition, this process should be based on the results of the comparative-contrastive analysis of the contacting languages: English, German and Russian (the Mother Tongue of the students). This phenomenon may be called an educational forming multilingualism of which interference and transference are characteristic features. In order to overcome the latter and to improve the educational process, comparative study of language phenomena is necessary.

Keywords: bilingual; multilingual education; comparative-contrastive analysis; interference; transposition; language skills; grammar phenomena.

Introduction. Teaching two or more foreign languages has become an urgent requirement of modern society, because one foreign language is not always enough with high mobility and sociability of most of the world's population. Over the past decades, English has taken the place of the world language, without which it is impossible to imagine many areas of human life, including the Global Network - the Internet. The subject of the research is ways to improve the effectiveness of the methodological system of teaching English as a second foreign language based on the use of transposition, limiting interference of the first foreign and Russian languages.

Main part. The purpose of the work is to investigate the process of teaching two foreign languages - English and German, which, in our opinion, should be based on a comparative analysis of the languages studied, the results of which form the basis of the educational process, and help teachers coordinate their work and achieve positive results.

Similarities and differences of phonetic, lexical and grammatical systems of languages studied in parallel not only help students to better understand and assimilate the studied linguistic phenomena and processes, but also contribute to the development of linguistic guesswork, broaden horizons and increase motivation. Comparative study of two foreign languages is also useful for a deeper understanding of linguistic phenomena and processes occurring in the Russian and native languages of students. "Each language should be considered as something completely self-sufficient, and only

then, for methodological purposes, to facilitate mutual learning, two language systems can be compared". According to many scientists, the inclusion of comparative analysis in the process of teaching two or more foreign languages contributes to the acceleration and deepening of the process of understanding, memorization, speech skills and abilities of students. The use of comparative analysis for linguistic and didactic purposes requires, first of all, to determine methodically relevant similarities and differences between the compared languages. Then it is necessary to determine the type of interlanguage interference, and what difficulties may arise as a result of interlanguage differences. At the final stage, there is a need to create a system of exercises based on interlanguage comparison as a method of teaching a non-native language. The comparison of the studied languages for didactic purposes allows the teacher to identify difficulties associated with the peculiarities of multi-system languages and find ways to overcome difficulties. In addition, for students of the second or third foreign languages, a textbook is required that would be based on the results of comparative analysis, and take into account the differences and similarities of the languages studied, which should be reflected in the system of exercises and the presentation of the material. The theoretical issues of simultaneous teaching of two or more foreign languages are dealt with by "multilingualism, i.e. the theory of teaching multilingualism, the subject of which is the study of optimal methods, techniques, methods of teaching several foreign languages simultaneously or sequentially in different conditions and for different learning purposes".

N.V. Baryshnikov defines the principles of teaching multilingualism, which are the basis for the professional training of a modern multilingual linguist as follows:

- the principle of integrative teaching of several languages;
- the principle of learning several languages;
- the principle of relying on the linguistic and educational experience of trainees etc.

The acquisition of a foreign language by students does not occur spontaneously, like the acquisition of a native language, but is carried out in an organized manner, in three stages - preschool education (kindergarten), schooling (junior, middle and senior secondary school) and university. Unlike the native language, a foreign language represents a certain social, cultural and cognitive reality for students, with which students do not have the opportunity to contact constantly. Therefore, many scientists define this type of multilingualism as an artificial emerging educational multilingualism. One of the main requirements of the methodology has always been the creation of natural situations for foreign language communication in various ways in the lesson. However, nowadays, widely using multimedia and technical means of teaching, the teacher has the opportunity to create an authentic language environment in foreign language classes. The process of learning two or more languages is difficult

and time-consuming, because learning the first foreign language is always based on the transfer of some language and speech skills and abilities from the native language. This phenomenon in some cases produces a positive effect (the phenomenon of transference), but in most cases brings negative results (the phenomenon of interference), and interferes with the correct perception of language material. As for the second foreign language, the skills and abilities acquired by students during the study of the first foreign language, as well as the linguistic experience formed by students on the basis of their native language, have a double impact on it. When learning a foreign language, there is such a phenomenon as transposition. Transposition is a positive transfer of knowledge, skills and abilities of students in their native language to the language being studied, and the application of existing linguistic experience during classes in a foreign language, while not causing violations of its norms in the language being studied. In addition, when teaching two languages at the same time, there is interference, manifested in violation of the norms of a foreign language under the influence of linguistic phenomena of the native or other language being studied. The more differences there are between language systems, the more often interference is observed. The phenomenon of interference is observed in the process of teaching phonetics, vocabulary, grammar - language skills, and in the process of teaching speech skills and abilities - listening, reading, writing, speaking. In addition, interference often manifests itself at the socio-cultural level due to insufficient knowledge of the peculiarities of the culture of the country of the language being studied. Similar realities, phenomena, norms of behavior in different cultures, for example, different forms of speech etiquette, can cause interference. So in Russian, "please" is used as a formula of politeness, meaning "not for anything", used as an answer to "thank you". In English and German, "please" and "bitte" do not have these meanings. In English, the word "please" has several variants, depending on the situation: Not at all. - please (don't); Here you are. - Please (when giving away anything), Please - is used in a polite request. Lexical interference is the use of foreign language vocabulary in dialogical or monologue speech in the native or first foreign language. When learning English as a second foreign language on the basis of the first language - German, the source of interference is usually the first foreign language. Some lexical units of foreign languages are very similar, therefore, under similar conditions of mastering lexemes, the probability of such interference is high. For example, the German verb *Bekommen* (to receive), by analogy with the English verb to become, acquires the meaning of becoming in the speech of students. In the two languages studied, there are a number of lexemes that completely coincide in terms of the volume of meanings. These are the names of the days of the week, the names of months, seasons, some numerals, some verbs, etc.

For example: English German. Montag - Monday; Winter – winter; Mai – May; vier – four; hundert - hundred;

to dance - to dance;

The specified vocabulary layer does not require time and special explanation, and is easily remembered by students. In addition, to errors caused by the interfering influence of German and Russian, the phenomenon of intra-linguistic interference is observed in the English speech of students. You can select quite a large number of groups of lexical units, within which there is an erroneous semantics, which occurs due to the proximity of the sound and spelling of words. For example: live - leave; live - life; bed - bad; fall - feel; wonder - wander; hungry - angry; angry -agree; snack - snake; like - lick; mouse - mouth; lie - lay; etc.

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