

**Shohida Isakova**

Kokand State Pedagogical Institute

associate professor

shohidaisakova2973@gmail.com

**Annotation:** in the article, one of the important aspects of modern science and education, that is, learning foreign languages is more relevant than ever, learning foreign languages in the era of information, communication and high technologies, knowing foreign languages is one of the most important aspects of a modern, intelligent person, foreign language, especially the problems of teaching a second foreign language are highlighted. It contains the main problems faced by the teacher and students during foreign language teaching to the students of the specialist or non-specialist faculty.

**Key words:** information, communication, technology, intelligent, modern, foreign language, general professional sciences, foreign language, motivation, multimedia.

### Introduction

The main problems in teaching a foreign language, especially a second foreign language, are several times more complicated than the problems that can arise in teaching any foreign language. Because when it comes to schoolchildren or younger learners, the main problems in the language teaching process are the same as the problems encountered during teaching. However, there are many problems when it comes to teaching a second foreign language to students of a specialist or non-specialist faculty.

### Main part

I worked in the department supplying foreign language specialists at the faculty of foreign philology. At the same time that my teaching method and experience were adapted to work with students of this direction, I had to work in the interfaculty foreign language department and adapted to teaching a second foreign language in the faculty of foreign languages. I felt the need to approach foreign language teaching to non-specialist students with a special method, pay more attention to students of the language faculty, and develop simplified methods of foreign language teaching.

As a result of my personal experience and observations, I came to the conclusion that the following main problems are most common in teaching a foreign language to non-specialist faculty students:

**Diversity of disciplines.** For foreign language and literature students, foreign language is divided into several independent subjects. For example, in the block 2.00.- "General vocational subjects" of the curriculum, foreign language is divided into "Integration of speech skills", "Reading and writing practice", "Competence in the practice of teaching language aspects" and similar subjects, and these subjects in terms of the size of their total downloads, it is quite practical audience hours. Naturally, teachers are also trained based on the field of science. The situation is different for those who teach and learn a foreign language as a second language. In this case, the language teacher has to generalize all subjects and conduct them in parallel. Because these sciences are related to each other and complement each other. At the same time, the language learner's pronunciation ("Integration of speech skills"), correct reading and writing ("Reading and writing practice"), and vocabulary, all of them should pay attention to the use of grammar, listening comprehension and presentation ("Language Aspects of Teaching Practice Competence"). Otherwise, the language learner will be limping from one side or the other.

At this point, I found it appropriate to emphasize one more thing. The subject "Methodology of foreign language teaching" is included among educational blocks and subjects. At the same time, there is also a subject "Methodology of additional foreign language teaching". The basis and goal of both subjects is the same - language teaching. However, there is a significant difference between the subject "Methodology of foreign language teaching" and the subject "Methodology of additional foreign language teaching". The subject "Methodology of additional foreign language teaching" is a subject for students of a second language as an addition to a foreign language. In the subject "Methodology of additional foreign language teaching" 2.00.- Subjects provided in the block "General professional subjects" are summarized and presented to students in their entirety. In my opinion, teachers teaching foreign languages in non-specialist faculties will also benefit if they familiarize themselves with the program based on the nature of the subject.

As a teacher, I just wanted to say what's in the song. Once upon a time I was also a student, I sat in auditoriums and listened to lectures. Various subjects were taught. Lectures on subjects such as "Introduction to Romance Philology", "Introduction to German Philology", "Language History", "Language Teaching Methodology" were given in a foreign language. The one who understood would understand, the one who didn't understand would get through the session. True, sometimes some students who could not speak correctly using the conjugations in their native language, how to understand lectures in a foreign language. (It is not about all students, but about some students). Even now, I do not think that the situation is happy. "Super contract" entered the life of students and brought with it a lot of worries. "Super Contract" is all about strong knowledge

We cannot say yes. Some of our students can't understand, "digest" lectures in a foreign language, let alone express their thoughts, can't read correctly!?

Taking this into account, some lecture subjects should be conducted in the language learner's native language in order to inculcate this subject in the mind of students in a deeper, broader, and more complex manner, and in practice, if it is strengthened by comparative comparison with foreign languages, I think it would be appropriate.

**Excessive dependence of the student on the teacher.** I have often observed this situation both in the process of working in groups and in the process of working with individual students. When students do not know the correct answers to some questions, they wait for the teacher to tell them the correct answer. Maybe it depends on the child's learning psychology. However, in such situations, I think it is more appropriate for the teacher to encourage the student to think independently, to find the answer independently even if necessary using a book or a notebook. Excessive attachment to the teacher can be observed even in students who know the correct answer and can say it. You ask a question, the student knows the right answer, says the answer, but still looks at you with the look of getting the right answer. I consider this behavior not to know the correctness of the answer, but more to the feeling of not believing in one's own answer. Every teacher should encourage students in order to reduce such cases and help them to think independently as much as possible. Encouragement is very important in this situation, because it increases the student's self-confidence.

**Much use of mother tongue.** It is not possible to speak a foreign language in foreign language classes. Maybe in some groups it is possible to teach a foreign language without using the Uzbek language with a student who cannot master the language well. In this case, excessive use of the first language (mother tongue) can be a big obstacle for the student to learn a foreign language. There should be a balance between the teacher's use of English and Uzbek during the foreign language lesson in the classrooms. But how to find this norm? If a lot is spoken in one's mother tongue, but it seems that not enough is being spoken to the students in the foreign language they are learning. On the contrary, if a foreign language is spoken a lot, as a result, the student does not understand what is being talked about, and cannot fully understand the assignments. In any case, the problem related to

the standard of language use in classes between the mother tongue and a foreign language, I think, also worries many teachers.

**Permanent preference of one or several excellent students.** English language classes should not allow this situation, which causes excellent students to be constantly poor and second-graders to always remain second-graders. Everyone should participate equally in English classes and learn equally. Although some students who are more knowledgeable than others are given better grades and to a certain extent more incentives in class, the students who learn slower than them or do not fully participate in the class should not be completely forgotten. It is necessary to encourage them more than others and to make it possible for them to actively participate in the lesson.

**Students not prepared to lesson.** The first reason for this situation is that the teacher does not demand the completion of the task related to the subject of the lesson with sufficient attention. If the teacher spends a certain part of each lesson only on checking the tasks given based on the topic covered, and no student in the class is left out, the attendance of the class will increase significantly. The second reason for not coming to class may be that students don't come home to do their homework because they don't understand. To avoid this situation, the teacher should clearly explain the homework at the end of each lesson, make sure that each student understands, and if necessary, work with the students individually after the lesson to complete the homework correctly. should give instructions about

### Conclusion

Today, learning foreign languages is more relevant than ever. In our era of information, communication and high technologies, learning foreign languages, or rather knowing foreign languages, has become one of the most important aspects of a modern, successful person and is simply mandatory for everyone who wants to be.

- ✓ It depends on the teacher that every lesson goes smoothly. The cooperation of the teacher and the student plays an important role in finding a solution to almost all of the above-mentioned problems. So, in addition to being a mentor to your students, a successful teacher also befriends them.
- ✓ If it is conducted in the native language of the language learner, it is strengthened in practice by comparative comparison with foreign languages, I think it is appropriate for the purpose.
- ✓ Every teacher should encourage students in order to help them think independently as much as possible.

I wish that both the teacher and the student feel this from the heart, as every hour of the lesson is equated to prayer. (prepared on the basis of Internet materials).

### List of references:

1. Adilovna, Hasanova Dilfuza. "Lexical Meaning Interpretation." International Journal on Integrated Education 3.12: 219-220.
2. Ahmedov, Umidjon Usubovich. "Non-communication in the naming of a work of art and its features." current research journal of philological sciences (2767-3758) 3.01 (2022): 82-87.
3. Amid'evna, Alimsaidova Sayyora. "SELECTION OF HISTORICAL AND LITERARY TEXTS FOR EDUCATIONAL PURPOSES." European Journal of Research and Reflection in Educational Sciences Vol 7.12 (2019).
4. Bakhtiyorovna, Ubaydullaeva Madina. "Language and the internet." Innovative Technologica: Methodical Research Journal 3.01 (2022): 58-61.
5. Ergasheva M.V. The problems of division of words into lexical - semantical groups in Uzbek. Высшая школа. 2017. № 6. С. 70-71.

6. <http://englishforkids.ru/Articles.shtml>
7. <https://www.nanya.ru/>
8. Khamzaevna, R. M. "Linguistic features of the novel" New Moscow Philosophy" by V. Pyetsuh." International Journal of Research 7.3 (2020): 198-201.
9. Mirmuhsin Yuldashev. Modern tendencies in american short story genre. ACADEMICIA: An International Multidisciplinary Research Journal. 2021, Volume : 11, Issue : 6. Pp. 918-919.
10. Nasirdinov, Oybek Abdubannonovich. "Applying case-technology at the english language classes in teaching students of mathematics specialty." International scientific review of the technical sciences, mathematics and computer science. 2020.
11. Parmonov, Alisher Abdupattaevich, and Shakhnoza Kadirovna Kudratova. "Developing writing skills in non-linguistic higher educational institutions." European research: innovation in science, education and technology. 2020.
12. Parmonov, Alisher Abdupattaevich. "Modular education in the educational system." Проблемы современной науки и образования 3 (2020): 67-69.
13. Passov E.I. Communicative method of teaching foreign language. 2nd edition. M.: Education, 1991.
14. Qudratova Q Sh., Yigitaliyeva M.A. Verbal and nonverbal means of influence in advertising texts. Asian journal of multidimensional research. 2021, Volume : 10, Issue : 4. Pp. 420-425.
15. Salanovych N.A. Linguistic and cultural approach as a means of increasing motivation in foreign language teaching in secondary school (in the material of the French language): Diss. of the author. abstract.
16. Sarvarbek, Zohidov. "The structure of the concept of happiness in metalinguistic coverage on the example of the perception of schoolchildren." Barqarorlik va yetakchi tadqiqotlar onlayn ilmiy jurnali (2022): 444-446.
17. Saydaliyevna, Saliyeva Shaxloxon. "The Description of Vocabulary, and the Role of its Acquisition in Teaching Foreign Language." European Multidisciplinary Journal of Modern Science 6 (2022): 180-182.
18. Solijonov, Muhammadjon Zokirjonogli. "Conceptual field analysis sample of the text (on the example of parable)." Актуальные вопросы современной науки и образования. 2021.
19. Solijonova K. (2022). Formation of reading skills of students-inophones at the initial stage of learning the Russian language. Journal of Pedagogical Inventions and Practices, 9, 19-21.
20. Umidjon, Ahmedov. "Reading techniques in efl teaching." Asian Journal of Multidimensional Research (AJMR) 9.5 (2020): 108-111.
21. Vereshchagin E.M., Kostomarov V.G. Language and culture.
22. Z. Isaqov. "Linguistic and Cultural Characteristics of the Concept of Friendship in Proverbs." Vital Annex: International Journal of Novel Research in Advanced Sciences 1.3 (2022): 30-34.
23. Z. Isaqov. "Gender Characteristics of Kinship-Based Personal Names in Different System Languages". Miasto Przyszłości, vol. 27, Sept. 2022, pp. 40-42.
24. Йигиталиева, Мухлиса Ахадовна. "Турғун бирикмаларнинг тилшуносликда тутган ўрни." ijtimoiy fanlarda innovasiya onlayn ilmiy jurnali 2.5 (2022): 118-120.
25. Солижоновна К. (2022). Формирование коммуникативной компетенции у студентов-инофонов на уроках русского языка. Research and education, 1(2), 389-394.
26. Эрназарова, Хилола Эргашевна, Манзура Муминовна Рахмонова, and Севара Абдукадырова. "Использование компетентностного подхода при обучении иностранному языку." Будущее науки-2015. 2015.