



## SOME PROBLEMS OF TEACHING ENGLISH AS THE SECOND FOREIGN LANGUAGE

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**Abstract:** *The article considers some problems of teaching a second foreign language in the context of the principle of the variability of Uzbek education in connection with the need for the development of students of certain competencies to participate in a new society built on knowledge. The complex of problems related to training and study of the second foreign language is offered, the ways of their solution are offered.*

**The key words:** *secondary foreign language; English; the principle of variability; intercultural communication for modern society is necessary formed and educated people.*

As we know, teaching English as a foreign language can be a difficult task, but it can also be very rewarding. It is important to be patient with your students and make sure that they are following your lessons. It's also necessary to use different teaching methods, such as games, projects, and activities in order to keep your English learners interested and engaged in the language learning process.

Educations, the awards, the priorities that the current people of the whole person are responsible for the modern world. The following conditions that the current people of the whole person are responsible for the modern world. The following people in the modern world are objectively existing conditions of the existence of a specific individual to meet the needs of the whole society. This applies to the substantial sides of life and activities of a particular person, primarily its cognitive activity and speech communication, in the first, the first plan in Uzbek education is communicating communications-by-speech functions of the company, the case of a skill, the creation of the company will require the risk of the development and development of the formation, the creation activity, and the creation activity, the creation activity and development of the formation, the formation, the creation and the development and development of the formation, which, in such a part, the foreign language, the international language and the overall and speech, the formation, but also the ability to act in foreign language communication is not only known to understand the skill, but also the ability to act in the formation of the foreign language communication.

Up to date, in the Uzbek education, the key place is allocated the principle of variability, which enables the teacher, on the one hand, to choose and design a pedagogical process, in the framework of a certain educational standard, on the other hand, the student is granted the opportunity to choose and participate in the development of educational disciplines entering the curriculum of the appropriate educational institution. This allows you to pay enough attention to the student of the emerging person - its ability to independently think, interracially develop, and creatively solve the tasks. Currently, the problem of teaching a foreign language in school is extremely relevant [1, p. 111]. In order not to be difficult to form in the intercommunication, the most important technical and methods of teaching foreign languages use all possible learning tools in the lessons, strictly planning the learning process, to constantly study the level of



motivation of the learning, to find new forms of the interaction of the learning and the study.

In addition, training in foreign languages in the school should pursue the expansion and systematization of knowledge, skills, skills associated with foreign language communication, increasing the used lexical stock, as well as further development of a foreign speech culture [5, p. 101; 6, p. 2]. The main ubiquitously studied foreign language in Russia is English. The public recognizable is the fact that English is considered for a long time as a compliant condition "to ensure the participation of all Europeans in a new society built on knowledge." This is evidenced by the documents of the European Commission "Framework Multilingual Strategy for increasing the efficiency of mastering skills and skills" from 2000 and "New Framework Multilingual Strategy" from 2005, which were put in front of European educational systems to task the mastery of European "practical skills and skills, at least in two languages, other than the relative"

And here a completely curious problem occurs. If English is being studied in all educational institutions, enters into all educational systems and standards of the federal and regional level, is perceived almost in the state language along with the official Uzbek language, being the condition "to ensure the participation of all Europeans in a new society built on knowledge", is there any need for training to a second foreign language, studying at the federal and regional levels? To try to answer this question, to designate some problems. To teach the second foreign language and it is necessary to learn completely necessary for the following reasons: the choice of a student for studying several foreign languages from the enterprise-based educational standard and the training program will allow us to observe the key principle of the Russian education, the principle of variability, which will allow the balance of interaction teacher-learning;

Individuality, intelligence of development, the creative solution of the tasks set as the components of the personality of the student will be inevitable satellites of the study of the second foreign language; personal growth, self-education, the need for advanced training in the relevant educational institutions of foreign countries will be an integral part of the training to a second foreign language; competences that allow the student to participate in intercultural communication will become easily formed and achievable, their number will be optimized and minimized; knowledge, skills and skills associated with foreign language communication will be systematized and expanded in accordance with educational standards of foreign countries, the lexical stock and the lexicological horizon used in the framework of existing educational standards of our state, both within the framework of the existing educational systems of foreign countries, and the existing foreign language, the new society, the new society, built on knowledge, will be able to participate in it, contributing to the exploitation of foreign communication and interpersonal communication.

The first and basic problem - which second foreign language teaching? In the event that this is a specialized music school or musical college, or a musical school, the answer is unambiguous: only Italian language. In military institutions, there are foreign languages of potential opponents (in English), in Japanese. In culinary fellow students, the second foreign language is obliged to be French, in the marine schools - Portuguese, Spanish, etc. All other problems are applied and appreciated in practice. First of all, it is necessary to improve the material and technical database of the second foreign language in order to introduce modern techniques in the future foreign language in order to introduce modern techniques in the future to learn foreign language and the training, the inventory, the case, the case, the case, the case, the case, the case, the case, the final, the first, approximately to the level of labor, the educational discipline of the relevant educational institutions, the first foreign language in the event of the successful development of



the training disciplines of the foreign language educational and production practices in the case of successful development of educational disciplines of the foreign language and the production and practice production in the countries of the second foreign language.

In conclude the training of a second foreign language and its study will allow in the shortest possible time to achieve high results in improving the demand for graduates of the relevant educational institutions, their sustainable multilingual communication. It remains only to wait for awareness of the part of the world community and certain socio-economic conditions for the state's development. In this case, the obligatory training in the foreign language will become a reasonable continuation of the identity integration into the world space.

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