LEARNING CHALLENGES FOREIGN LANGUAGES IN A NON-LINGUISTIC UNIVERSITY OF UZBEKISTAN

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Annotation. The importance of the issue selected for the article is related to the process of teaching English to the students of non-linguistic specialties. Nowadays it is very important for specialists in different spheres to know the English language for their work as in today's world English is the global international language. The aim of the investigation is the analysis of the factors on which depends the successful studying of the English language by the students for whom English is not their specialty.

Keywords: foreign languages, science, bilingualism, psycholinguistic terms, subordinate, coordinative, native language, acquisition.

Аннотация. В статье обоснованы проблемы изучения иностранного языка в неязыковом вузе .Актуальность темы, выбранной для исследования, связана с процессом обучения английскому языку студентов неязыковых специальностей. В настоящее время для специалистов различных сфер очень важно знать английский язык для работы, поскольку в современном мире английский язык является глобальным международным языком. Целью исследования является анализ факторов, от которых зависит успешное изучение английского языка студентами, для которых английский не является их специальностью**.**

Ключевые слова: международный язык, координативный и субординативный, сознательный процесс, иностранный язык, лингвистика,наука,родной язык**.**

Annotatsiya. Maqolada lisoniy bo'lmagan universitetda chet tilini o'rganish muammolari asoslanadi.Maqola uchun tanlangan mavzuning dolzarbligi lisoniy bo'lmagan mutaxassislik talabalariga ingliz tilini o'rgatish jarayoni bilan bog'liq.

Hozirgi vaqtda turli sohalar mutaxassislari uchun ingliz tilini bilish juda muhimdir, chunki zamonaviy dunyoda ingliz tili global xalqaro tildir. Tadqiqotning maqsadi - ingliz tili ularning ixtisosligi bo'lmagan talabalar tomonidan ingliz tilini muvaffaqiyatli o'rganishini belgilovchi omillarni tahlil qilish..

Калит сўзлар: chet tilini o'rganish, ingliz tili, global, talaba, ona tili,xalqaro, jarayon,kordinativ,lingvistika.

In modern linguistics and psychology, it is widely accepted that two types of bilingualism - coordinative and subordinate - must be taken into account when learning a foreign language. The coordinative type is characterized by an equal position of the native and foreign languages both in the communicative and psycholinguistic terms, and subordinate bilingualism - as a state of dominance of one language over another.It can be assumed that coordinate bilingualism is a kind of monolinguism in which the two language systems are an extension of one another, as if by doubling the language code number. The use of a particular form of language is determined only by a communicative situation. In other words, with coordinate bilingualism, the psycholinguistic mechanism remains a single language system, within which there is no transformation of one language code into another (translation).With subordinate bilingualism, the mechanism of action is significantly different, since the dominant language system acts as the basis on the basis of which each language system is used, derived from the first with the help of certain rules of recoding (translation).[1].

The coordinative type of bilingualism is a form of the so-called perfect mastery of two or more languages, and it is laid down in the earliest childhood during the development of thinking, and therefore the child's language, when a complex language base, composed of at least two different languages, becomes the basis of linguistic thinking in general ... Coordinative bilingualism is, so to speak, a natural product of a bilingual environment and, in its origin, as a rule, is a product of spontaneous acquisition, rather than regular learning. Subordinate bilingualism is possible at a later stage, when the child's linguistic thinking has been formed, and the acquisition of another language is not organically connected with the primary

linguistic base. The assimilation of a foreign language in this version means the imposition of a new code, the correspondence of which to the primary one can be ensured by the isomorphic relationship of two language systems - the system of the native language and the system of the acquired language. The assimilation of a language of this type can be built as a conscious process of artificial bilingualism, the action of which is predetermined not by the system of thinking, but by the rules for converting the code of the native language into the code of the foreign language. This type of bilingualism is not the result of the development of thinking itself, but the result of the development of knowledge in the process of secondary education in both regulated and didactically unregulated modes. institution, a controlled and consciously managed process. In the conditions of the natural environment of teaching a foreign language there is a random and, one might say, chaotic process, but in the conditions of any educational institution the process is consciously controlled.

The quality of proficiency in a second foreign language with subordinate bilingualism will depend both on the preparedness and abilities of the student and on the scientifically developed teaching apparatus. This apparatus includes the systems of a foreign language (linguistic foundations) presented in a certain order, the direction of the psycholinguistic influence on the student (the psychology of learning) and the system of rules and teaching methods (methodology).[2.]

One of the most important factors in the acquisition of a foreign language in the learning process in the presence of a linguistic base — a scientifically grounded description of a particular language — is the observance of the rules for an adequate imposition of the system of the native and foreign languages. Due to the fact that typologically similar or typologically dissimilar languages have their own internal organization, the links of which in isolated form are not comparable with individual links of the source language, the principle of teaching should be based on achieving the adequacy of the two systems in a broad aspect, namely in the aspect of complete coincidence of the meaning of communicative units with complete correctness of the use of formal means of its linguistic organization. It is assumed that real contrastive

linguistics fulfills the conditions for the adequacy of the ratio of the micro and macro system of languages, and the business of the methodology is to find the appropriate techniques that would facilitate the assimilation of linguistic correspondences. Descriptive, including contrastive linguistics, are “at a stage of development when linguistic material can already be displayed in the most rational way within the framework of preserving the entire systemic organization of the language (for example, the selection of vocabulary and grammar by frequency and essential parameters).The use of this linguistic basis in teaching, however, can be successful only if the psycholinguistic mechanism of imposing one linguistic code on another is known, given their subordinate relationship. When two languages interact in the process of learning, superficial forms, i.e. the sum of sound, grammatical and lexical forms, Visually and audibly perceptible and relatively quick to learn due to their compactness and numerical limitations (number of phonemes within a few dozen, number of basic grammatical rules on average about 100 and number of words sufficient for communication - from 1000 to 2000).

Knowing and using these forms of a foreign language is not a mechanical comparison of them with the forms of the native language- the peculiarity of the language is, first of all, a meaningful connection, which requires the student to perform a more complex task. it is simply the task of mastering individual forms, i.e., using these forms to adequately convey a particular content. The ratio of forms of native and foreign languages is only a valid ratio when their semantic content is authentic. That is why the main goal of teaching a foreign language is to achieve such a proficiency in the language, which in the communicative sense replaces the student's native language, but does not replace the mental base for him, already formed in the process of developing the primary (native) language. In this regard, the goal of teaching a foreign language will not be teaching "national" thinking in a particular language, but the assimilation of a new language system., Which essentially duplicates the communicative function of the native language, but does not completely replace it, since the primary system develops as an organic unity of the language and thinking. The ratio of two linguistic systems in this case is the ratio of the primary and

secondary language or the main and secondary communicative means, in which the second language performs only an auxiliary communicative role in certain social conditions.[3.]

The study of a foreign language is now in all countries associated with intensive interethnic and international communication, has acquired a wide scope and therefore requires a truly scientific development of the foundations for all kinds of training courses, including specialized courses, intensive training courses. The scientific development of the most rational, therefore, intensive and optimal teaching of foreign languages, in accordance with the orientation towards a specific goal and degree of mastery, is the task of the agenda of the present day linguistic, methodological and psychological sciences.

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