



## THE NEED FOR TEACHING ENGLISH AS A SECOND LANGUAGE

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### ABSTRACT

*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 and Russian (the Mother Tongue of the students). This phenomenon may be called an educational forming multilinguism 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. Having found out similar and dissimilar features in both languages the teacher will be able to optimize the learning process of the second language.*

Teaching two or more foreign languages has become an urgent requirement of modern society, because one foreign language is not always enough given the 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. Therefore, in all educational institutions, both in a secondary general education school and in a higher educational institution, two or more foreign languages are taught in accordance with the curricula. Being a rather laborious process, teaching two or more languages requires a foreign language teacher to have a different attitude and approach to the learning

process. 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 the interference of the first foreign and Russian languages.

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

The similarities and differences in the phonetic, lexical and grammatical systems of the 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 conjecture, broadening their horizons and increasing motivation. Comparative study of two foreign languages is also useful for a deeper understanding of linguistic phenomena and processes taking place in the Russian and native languages of students.

The use of comparative analysis for linguo-didactic purposes requires, first of all, to identify methodologically relevant similarities and differences between the compared languages. Then it is necessary to determine the type of interlingual interference, and what difficulties may arise as a result of interlingual differences. At the final stage, it becomes necessary to create a system of exercises based on interlingual comparison as a method of teaching a non-native language. Comparison of the studied languages for didactic purposes allows the teacher to identify the difficulties associated with the peculiarities of languages of different systems and find ways to overcome the difficulties. In addition, for students of a second or third foreign language, such a teaching aid is required, which would be based on the results of a comparative analysis, and take into account the differences and similarities of the languages being studied, which should be reflected in the system of exercises and the presentation of the material.

The assimilation of a foreign language by students does not occur spontaneously, like the assimilation of their native language, but is carried out in an organized manner, in three stages - preschool education (kindergarten), school education (junior, middle and senior general education

schools) 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 constantly contact. 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, at present, widely using multimedia and technical teaching aids, the teacher has the opportunity to create an authentic language environment in foreign language classes. The process of learning two or more languages is complex and time-consuming, because the study of the first foreign language is always based on the transfer of certain language and speech skills and abilities from the native language. This phenomenon in some cases has a positive effect (the phenomenon of transfer), but in most cases it brings negative results (the phenomenon of interference), and interferes with the correct perception of linguistic material. As for the second foreign language, it is influenced by the skills and abilities acquired by students in the study of the first foreign language, as well as the linguistic experience formed by students on the basis of their native language.

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 target language, and the use of existing linguistic experience in the course of foreign language classes, while not causing



violations of its norms in the target language .

In addition to transfer, with the simultaneous teaching of two languages, there is interference, which manifests itself 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 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 sociocultural level due to insufficiently deep knowledge of the cultural characteristics of the country of the language being studied. Realities similar in different cultures, phenomena, norms of behavior, for example, unequal forms of speech etiquette, can cause interference. So in Russian, "please" is used as a politeness formula, meaning "nothing", 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 (not worth it); Here you are - Please (when something is given away), Please - used in a polite request.

The process of learning the phonetic structure of the English language is often hampered by the influence of German.

Such a phonetic phenomenon as a hard attack (Glottal Stop), characteristic of the German language, and absent in English, is observed in the speech of students not only at the initial stage of training, and requires considerable effort on the part of the teacher. In addition, the speech of students is characterized by deafening of voiced consonants (Devoicing of Voiced consonants); non-observance of the longitude of vowels (Long and short vowels); replacement of interdental sounds (Interdentals) with similar sounds. Theoretical issues of the simultaneous teaching of two or more foreign languages are dealt with by "multilinguodidactics, i.e. theory of teaching multilingualism, the subject of which is the study of optimal methods, techniques, ways of teaching several foreign languages simultaneously or sequentially in different conditions and for different learning purposes "

Thus, we can conclude that when teaching English as a second foreign language, a comparative analysis is needed, which will help students identify both similarities and differences between the three languages that function in the educational process. Comparison and comparison of linguistic phenomena should be carried out at all language levels and at all stages of learning. Mastering several foreign languages is not an isolated process, but an interconnected and interdependent simultaneous learning of languages, based on the results of a comparative analysis of languages and on the linguistic experience of students.



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