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Usage of Foreign Language as a Second Language

Abstract

The professional work of modern specialists in a wide range of fields of activity presupposes not only the ability to determine the direction of the search, conduct an analysis and make a responsible decision, substantiate their point of view, give a qualified assessment, but also active and creative communication with colleagues. In the era of globalization, along with professional knowledge, skills and abilities, communication skills are valued, which are necessary for interpersonal and intercultural cooperation both within their own country and at the international level.

Formation of communicative competence, i.e. the ability for intercultural interaction, is impossible without knowledge of foreign languages. Recognition of the importance of mastering a foreign language can be considered as a consequence of the internationalization of all spheres of life of our society, its entry into the world community. A modern specialist is a widely educated person with fundamental training in a specific area, capable of constant professional development.

Keywords: *native language, foreign language, usage of language, communication, teaching methods*

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Xarici dilin ikinci dil kimi istifadəsi

Xülasə

XXI əsr linqvistik məkana çoxdillilik dövrü kimi daxil olmuşdur. Qloballaşma prosesi xalqlar və etnik qruplar, dövlətlər və qitələr arasında mənəvi sərhədləri və məsafələri tədricən silməkdədir. İnsanlar arasında mədəniyyətlərarası ünsiyyət çoxşaxəli olsa da, əsas ünsiyyət vasitəsi həmişə dil olacaqdır. Bu baxımdan, hər bir ölkədə ikidillilərin və poliqлотların sayı, eləcə də belə bir insan olmağa can atanların sayı artır. Bu da, öz növbəsində, xarici dil müəllimlərinin üzərinə yeni vəzifələr qoyur. Bu baxımdan, sosiolinqvistik elmdə doğma, birinci, ikinci və xarici dil anlayışları yenilənmiş, yeni fikir və baxışlar meydana çıxmışdır.

Xarici dilləri bilmədən kommunikativ səriştənin, yəni mədəniyyətlərarası qarşılıqlı əlaqənin formalaşması mümkün deyil. Xarici dilə yiyələnməyin vacibliyinin dərk edilməsi cəmiyyətimizin həyatının bütün sahələrinin beynəlmilləlləşməsinin, onun dünya birliyinə daxil olmasının nəticəsi kimi qiymətləndirilə bilər. Müasir mütəxəssis müəyyən bir sahədə fundamental hazırlığa malik, daim peşəkar inkişafa qadir olan geniş təhsilli şəxsdir.

Açar sözlər: ana dili, xarici dil, dildən istifadə, ünsiyyət, tədris metodları

Introduction

At present, knowledge of foreign languages is a necessary condition of professionalism, allowing to work with information available to the world community, as well as to communicate with colleagues in the profession from different countries. Working with information in any language requires the formation of certain intellectual skills: the ability to analyze information, select the necessary facts, arranging them in a logical sequence, the ability to put forward arguments and counterarguments. As a rule, starting to work in the specialty, when communicating with their foreign colleagues, a young specialist is faced with the need to solve problems of theoretical and practical significance that require a clear and distinct thought, the ability to formulate this thought orally or in writing in a foreign language. Therefore, an important prerequisite for successful professional activity is social communication, which requires a high logical culture, effective use of modern methods, means and techniques of rhetoric and argumentation (Ivin, 2000).

Research

If earlier, when teaching a foreign language, they talked about the possibility of transferring knowledge, today it is obvious that knowledge is not transferred, but is formed in the process of personally significant activity (Bim, 2001, p. 5). Knowledge itself, outside of certain skills and abilities to use it, does not solve the problem of a person's education and preparation for real activity outside the walls of an educational institution. For successful mastery of a foreign language, a favorable learning and educational environment must be created, which presupposes significant flexibility in defining goals, taking into account the personal interests and individual characteristics of the student of foreign languages and creating prerequisites for greater independence and activity in learning. In the process of learning a language, students are placed in a situation of choice, an appeal to personal experience, feelings and emotions is used, which encourages them to express their own opinions and assessments, makes them think independently and draw conclusions (Bialystok, 2001).

The process of teaching a foreign language can be made more effective by problematizing the learning process. Problem-based learning can be interpreted as a teaching principle and as a new type of learning process, as a teaching method and as a new didactic system. Problem-based learning is usually understood as such an organization of classes that involves the creation of problem situations under the guidance of a teacher and active independent work of students to resolve them. Problem-based learning as a priority area of a personality-oriented approach to teaching a foreign language can be implemented at all levels of organizing the educational material and the learning process itself. Problem-based presentation of material helps to increase the effectiveness of the learning process, since it stimulates thinking, independent search for information and the desire for analysis and generalization. We are talking about using a number of problem-based methods. These include research, search, discussion methods, the project method, which includes all of the above methods (Vinogradova, 2003, p. 24). The problem-based principle brings the learning process closer to the processes of cognition, research, and creative thinking. The essence of activating educational activity through problem-based learning is not in the usual mental activity and thought processes for solving stereotypical problems and performing reproductive tasks. It consists in activating thinking by creating problem situations, in forming cognitive interest and modeling mental processes adequate to genuine creativity. At the same time, skills of a search, research approach to solving theoretical or practical problems are developed (Bournot-Trites, & Tallowitz, 2002).

The discussion method as one of the methods of problem-based learning is increasingly used in foreign language classes, including professionally oriented training, mainly because it allows students to organically integrate knowledge from different fields when solving a problem, provides an opportunity to apply language knowledge and skills in practice, generating new ideas. Teaching a foreign language in general, which includes a variety of speech and thinking activities, helps develop the ability to think clearly, critically perceive information, highlight the main idea in it and find means and arguments to confirm and justify it, and therefore facilitates the understanding of any theoretical material (Callies, 2015). Conscious mastering by students of the relevant didactic material presented by the teacher presupposes possession of the skills of argumentative perception of speech. In addition, mastering the norms of rational speech communication, the rules of conducting discussions forms a responsible attitude to speech, which is one of the most important requirements for a modern specialist in any field of activity (Makhmutov, 1975, pp. 247-248).

A discussion in the generally accepted sense (from the Latin *discussio* – consideration, study) is a discussion of some issue by a group of people. A conversation between two or more people always has something of a discussion: disagreements and contradictions are constantly present in our lives. The need to find a common language, to come to an agreement is a prerequisite for the existence of human society. A discussion is a procedure for developing a common opinion, resolving contradictions within a group (Pryakhin, 1989, p. 34). A discussion can be understood as a discussion of a controversial issue based on the art of reasoning and expressing one's thoughts in accordance with the laws of reason, as well as a form of scientific communication and obtaining new knowledge (Zaretskaya, 2002, p. 120). A discussion can also be considered as a way of organizing joint activities in order to intensify the decision-making process in a group by discussing some issue or problem. It is a consistent series of statements by its participants regarding the same subject, which ensures the necessary coherence of the discussion. Practice shows that a discussion can be conducted with varying degrees of confrontation. This may be a dispute, debate, polemic, argument. In any case, to conduct a discussion, it is necessary to have at least two different points of view, two different approaches to solving the relevant issue or problem. Although in reality, as a rule, there are significantly more. In essence, each of the participants in the discussion often has their own point of view, their own view on solving the problem. Discussion is often identified with an argument and a polemic. However, unlike the conflict and struggle of opinions inherent in an argument and polemic, a discussion is characterized by its purposefulness and desire for compromise (Grauberg, 1997). Many authors consider a discussion as an activity that, unlike an

argument, does not separate, but unites. If in a dispute the emphasis is shifted towards disagreements and differences of opinion, then in a discussion opinions are compared and expressed with the aim of finding and identifying the truth. This principle of a positive focus of a discussion on a positive result distinguishes it from a dispute (Wicke, 2005, p. 207). The signs of a discussion are associated with organization, orderliness, collective activity to clarify the truth or falsity of each thesis, its means are not the opinions of the parties, but substantiated positions (Lightbown, & Spada, 2013).

Conclusion

The goal of any discussion is to achieve the highest possible degree of agreement among its participants on the problem under discussion under the given conditions. The means used in the discussion must be recognized by all its participants. The result of the discussion must not be reduced to the sum of the points of view expressed, but expressed in a more or less objective judgement supported by all participants in the discussion or their majority. In this way, a clearer and more precise formulation of the solution to the problem is crystallized in the discussion, the moment of subjectivity is removed, eliminated to a certain extent: the convictions of one person or group of people receive the due support of others and are thus objectified.

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