

language identification, as well as a means of determining the degree of involvement in the processes of globalization and the degree of independence; identifying information-sensitive points (sensors) for language exchange, therefore, between cultures and civilizations as historical aggregates. Such a comparison, revealing similar phenomena and discrepancies, makes it possible to better understand the material that does not correspond to the native language. It also helps to prevent possible mistakes caused by the influence of the native language. For example, there is no noun category in the Uzbek language. In addition, adjectives are immutable, that is, they do not agree with nouns. This explains the difficulties students have in learning matching expressions in English.

Along with single-structured languages, relatively multi-structured languages are also studied. For example, English - Turkish, German - Azerbaijani, Spanish - Georgian, French - Uzbek, etc.

A comparative study shows that in some genetically related languages there are differences in their structure. For example, in German and English (in the case system, in the differentiation of nouns by gender, in declension, in the sentence structure). On the contrary, there are several approximations in languages that are far from each other.

The problem of national cultures in the objectively occurring multidimensional process of global globalization, their interaction with the world's dominant hybrid and average mass culture, claiming to replace cultures, raises the question of the place of national cultures in this process. Languages in these processes retain their national identity, moreover, their authenticity.

The last aspect discussed in this article is contrastive linguistic. Contrastive linguistic is as an independent linguistic field emerged from a general series of comparative studies at the end of the 20th century. This field is closely related to ethnopsychology and cultural history and serves as a link between fundamental linguistics and applied aspects of linguistics. The social context of language arises as a result of detailed research, which allows us to "study" the evolution of the national language, since linguistic changes can be understood only when they are considered in the totality of developing phenomena. In conclusion, the analysis of the language of this society exacerbates the problem of studying the relationship between language and the peculiarities of spiritual culture.

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FOREIGN LANGUAGE LEARNING STRATEGIES

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Abstract: The growing importance of learning foreign languages in the past decade is evident, particularly with the rise of distance learning and opportunities in foreign universities and companies. However, merely being in a language environment doesn't ensure reaching the desired C1-C2 level; hence, effective strategies are crucial. This article delved into research-based strategies and those employed by ESL teachers, with a focus on enhancing speaking fluency. Strategies involving pair and group work showed promising results, as did methods that address psychological barriers related to language level differences in class. By implementing

these strategies, teachers can significantly enhance their students' language proficiency and overcome learning-related psychological obstacles.

Keywords: foreign language, teaching, methodology

The focus on standardizing foreign language training in higher education is gaining prominence due to globalization and international educational initiatives. Programs like student exchanges emphasize not just high-level language proficiency but also basic skills. Without proficiency, graduates may face challenges in competitiveness. Motivation plays a crucial role, impacting self-assessment and ultimately success. The study aims to explore how CanDos tools can enhance self-awareness and self-assessment, thus motivating students to master foreign languages. Methodologically, the research adopts a competency-based approach, employing methods like comparative analysis, synthesis, and generalization. The study's novelty lies in its use of CanDos software for self-assessment, as evidenced by data collected through a questionnaire.

The well-known thesis about immersion in a foreign environment as an optimal method of complex understanding of new linguistic structures is not always confirmed in practice. If we study the experience of immigrants who have been living and working abroad for decades, we find that they do not tend to speak faster in a new language environment. This happens because of the psychological barrier, when a person is not sure that he or she can fully understand the interlocutor and express his or her own thoughts. A single standard of teaching is not possible due to the differences in the groups being taught and the learning objectives. Therefore, it is necessary to have several strategies and apply them depending on the needs of a particular learning group.

As numerous studies of language teachers have shown, the most effective strategies for language learning have been found to be the strategy of improving speaking skills by recognizing a scenario. Some situations in communication involve a predictable course of dialog, a script. In such situations, it is possible to see the relationship between the lines of dialog participants. In this way teachers help students to anticipate the answer. These interactive activities provide students with many options for developing practical language skills.

Points of application of potentially effective strategies for learners with inherently different knowledge and skills. Student motivation increases when a clear learning goal is established. This is an important measure to recognize the objective and its measurability. The goal can be reinforced by stating the specific values and benefits that students gain from mastering foreign language. Demonstrating the relevance of language proficiency to professional life encourages students to make efforts to gain returns in the future. Consequently, teachers can increase motivation by linking lesson content to their intended careers.

Another potentially effective strategy for learners with inherently different knowledge and skills is to emphasize real-world knowledge and application of skills in a real-world context. Even if the lesson is more theoretical and not applied, teachers can increase the relevance of the lesson by explaining the practical implications of the knowledge being taught. The teacher's enthusiasm and positive emotions are also a powerful aspect that can inspire students. Even in cases where students were not initially interested in the subject matter, the teacher aroused their curiosity with vivid displays of his or her own enthusiasm, revealing interesting non-trivial aspects of the subjects being studied.

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