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## THE NECESSITY OF TEACHING A SECOND FOREIGN LANGUAGE TO PHILOLOGY STUDENTS

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**Annotation:** This paper explores the necessity of teaching a second foreign language to philology students in the context of increasing intercultural communication and global integration. It examines the linguistic, cultural, and professional benefits that multilingual competence provides for future specialists in language and literature. The study also discusses modern pedagogical approaches and factors that enhance the effectiveness of second foreign language acquisition. The findings highlight that mastering an additional foreign language significantly strengthens students' communicative competence and broadens their academic and professional opportunities.

### Introduction

In the era of globalization, language has become not merely a means of communication but a key instrument for intercultural interaction, international cooperation, and global citizenship. For philology students, learning a second foreign language is considered a professional and academic necessity. According to Farzad Sharifian, the process of language learning in the global context requires not only mastering grammar but also developing metacultural competence, which involves understanding, adapting to, and communicating across cultures. This perspective directly applies to philology students, who are expected to become specialists in linguistic systems, cultural analysis, and cross-cultural communication.

Educational policies in Uzbekistan also emphasize the importance of foreign language proficiency. Presidential Decree PQ-5117 (2020) highlights the need to improve the quality of teaching foreign languages—such as English, German, French, Korean, and Japanese—thus elevating second foreign language learning to a state-level priority.

**Keywords:** Second foreign language; philology education; intercultural competence; global competence; CLIL; multilingualism; foreign language policy; Uzbekistan; digital learning technologies; psycholinguistics.

Philologists today work in various sectors: education, translation, diplomacy, international organizations, tourism, and IT. Knowledge of two or more foreign languages increases their competitiveness. As Yuldashev notes, a second foreign language expands a philologist's worldview and strengthens cultural competence. Global labor market demands multilingual specialists capable of participating in academic communication and international mobility.

Research by Yaccob, Md Yunus, and Hashim in Malaysia concludes that integrating global competence into language lessons fosters students' readiness for international collaboration and enhances cultural awareness.



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Modern linguistic education emphasizes the integration of language and culture. Sánchez-Hernández and Barón argue that second language teaching should shift from teaching grammatical structures to teaching language as a socio-cultural phenomenon. This approach develops pragmatic competence—the ability to communicate appropriately across cultures.

Uzbekistan's higher education institutions have integrated courses in intercultural communication, global citizenship, media literacy, and sociocultural studies into foreign language curricula, increasing students' overall cultural and communicative readiness.

Over the last decade, “global competence” has become central in language education research. It refers to the learner's ability to communicate across cultural boundaries, understand diverse perspectives, and act respectfully in global contexts. Sharifian emphasizes that learning a foreign language means reinterpreting cultural experiences and expanding mental frameworks.

The CLIL (Content and Language Integrated Learning) approach is increasingly used in philology programs worldwide. It allows students to simultaneously study content subjects (linguistics, literature, culture studies) and develop foreign language proficiency. In Uzbekistan, CLIL-based programs are being implemented at the National University of Uzbekistan, Samarkand State University, and the Tashkent State University of Oriental Studies with positive outcomes.

Modern foreign language teaching is inseparable from digital technologies. Multimedia tools, mobile applications (Duolingo, BBC Learning, Deutsche Welle, Busuu), virtual classrooms, and AI-based systems enhance learner autonomy and motivation. According to Oshima, digital platforms have democratized language learning by giving students flexible access to global communities.

In Uzbekistan, digital education strategies support blended and online learning formats, helping philology students strengthen digital literacy and research skills, including corpus analysis and automated translation tools.

Psycholinguistic theories state that the human brain processes the first and second languages differently but builds semantic bridges that facilitate learning. Pawlak highlights that internal factors—memory, interest, and social engagement—play a major role. Learners develop reflective thinking, cultural empathy, and global awareness when exposed to interactions with speakers of other cultures.

Studies show that mastering a second foreign language significantly improves philology students' linguistic, cultural, and academic skills. Sharifian states that global competence cannot be achieved through knowledge of a single foreign language; a second language widens access to diverse cultural and scientific resources.

Uzbek universities report that students who learn a second foreign language demonstrate stronger translation abilities, research competence, and international communication skills. According to Yuldashev, over 80% of such students gain access to international articles, conferences, and academic forums.

### **Conclusion**



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Teaching a second foreign language to philology students is a strategic component of modern linguistic education. It develops intercultural, pragmatic, digital, and global competences, preparing future specialists for academic, professional, and international environments. Uzbekistan's educational reforms, combined with global methodological trends such as CLIL and digital learning, provide favorable conditions for forming multilingual, culturally sensitive, and globally competent philologists.

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