Didactic Principles in Teaching Additional Foreign Language in Uzbekistan Context

Gulnara Makhkamova[1,*] & Akram Amirkulov[2]

[1]Tashkent State Pedagogical University named after Nizami, Uzbekistan

[2]Tashkent-Turin Polytechnic University, Uzbekistan, Tashkent, Uzbekistan

*Corresponding author: Tashkent State Pedagogical University named after Nizami, Uzbekistan, Tashkent, Bunyodkor street 27, Uzbekistan. E-mail: maxkamovagulya@gmail.com

Abstract

Uzbekistan is a multilingual country, therefore the problems of multididactics in higher education has been arisen for the last period. This paper offers the current ideas in multilingualism, multilingual assumptions for teaching an additional foreign language and implications of the changes of instructional input in the context of multididactics. In particular, the article aims to look into the issues of teaching additional foreign language for occupational purpose in the Uzbekistan context.

This study emphasizes the specificity of the cognitive process in teaching and learning two foreign languages for vocational aims and presents the principles of multilingual didactics. More specifically, the article brings an overview of didactic principles in the context of positive and negative transfer of the previous language experiences in learning Italian as additional foreign language at Tashkent-Turin Polytechnic University. The successful methods and techniques for application the didactic principles into practice of teaching the Italian language are also described within this article.

Keywords: multilingualism, additional foreign language, language transfer, multilingual didactics, teaching principles, strategies, methods, techniques

1. Introduction

All local theorists and practitioners complain that there are not certain assumptions of methodology of teaching two or more foreign languages at the same time. Although, according to the local curriculum, at linguistic and non-linguistic higher educational establishments in Uzbekistan, students usually learn two foreign languages.

A branch of Polytechnic University of Turin, so-called Tashkent-Turin Polytechnic University (TTPU) has been opened in 2009 in Tashkent, the capital city of the Republic of Uzbekistan. The university trains specialists in the field of Engineering, in particular, Mechanical Engineering, Energy Engineering, Computer Engineering, Airspace Engineering, Civil Engineering and Architecture. In this type of educational establishment, the academic process is organized with the help of the English language as the language of international communication. Considering that this is the branch of an Italian university, the students learn also the Italian language beginning from the second year to have an international certificate. Thus the English and Italian classes are organized simultaneously in this university.

This is why this article describes some assumptions in learning two foreign languages at polytechnic universities to shed more light on the multilingual didactics principles in the national context of education.

Objectives of this study are

- to familiarize with language policy directed to development of multilingualism in Uzbekistan;

- to define main sources of interference (positive and negative) and difficulties in teaching additional foreign language at the TTPU of Uzbekistan;

- to identify didactic principles in teaching additional foreign language.

- to demonstrate some methods and techniques for application of the didactic principles in teaching additional foreign language.

2. Theoretical Backgrounds

2.1 Language Policy of Uzbekistan

Uzbekistan has long been a multicultural society and the issues related to interaction of several cultures in the Uzbek society have always been important for our country. The language policy is reflected in the laws and resolutions, which include institutional measures aimed at maintaining, implementing or changing the conditions and forms of language usage. The languages which are mostly spread are functional means of communication in a multinational society. At the same time, the official language and foreign languages come from practical considerations, to be used at educational establishments and in the office work as well as to be taught at all types of educational establishments. Though the Uzbek language is the official language in Uzbekistan, our society is respectful towards other languages and their native languages, their customs and traditions and the use of their language in life.

In the light of expanding communicative functions of the English language and other modern

European languages in all fields of our society language policy of Uzbekistan aims to development of multilingualism during which two or more languages are interacted (L1, L2, L3, L4). In the local context of communication, people usually use two or more languages. For example, people speak Uzbek and Russian in all parts of our country, or Uzbek and Tajik in Samarkand region of Uzbekistan. Besides that, it is worth noting that the language environment in Uzbekistan is also enriched with foreign languages (languages of western and eastern states), since the knowledge of at least one of the foreign languages is demanded in Uzbekistan due to the language policy of being open to the world, which has been stimulated with the processes of globalization and integration. Thus, future specialists have chance to acquire more than two languages. The result is that, the language policy, on the one hand, contributes to uniting different national social groups, it creates favorable environment for successful communication among people in different languages on the other hand.

During the last years, Uzbekistan has established international ties with many western and eastern countries in the sphere of economy, politics and culture. Especially, we notice active cooperation in the field of education: the branches of prestigious European and Asian institutes have been opened, native-speaker teachers have been involved in training language, educational exchange programmes have been carried out, etc. Therefore, the educational programmes for continuous teaching and learning foreign languages on the basis of the CEFR standard have been created to meet requirements of international standards and to join the international educational space.

Therefore, it is essential to develop multilingualism in Uzbekistan state, including modern languages for establishing and extending relationships with other countries and to be mobile in the modern world community.

2.2 Literature Review

Taking into consideration the mentioned facts, the study of the phenomenon of multilingualism is topical in the local conditions, when students learn two or more foreign languages for interpersonal and vocational purposes on the basis of existent bilingualism.

The issues of multilingualism under the processes of globalization were investigated by Hoffman & Ytsma (2003); Safont (2005); Cenoz (2007); Milambilling (2011) and others. These studies have discussed the matters of additional foreign language acquisition. According the findings of the mentioned researches, the process of foreign languages acquisition (FL1, FL2) has similarities, at the same time there are a lot of differences. A long time ago educators have treated second language and third language acquisitions identically, but Cook (1995) came to conclusion that learning a second language differs in many respects from learning a third language. Acquisition of the second language and additional foreign language is based on the previous language experiences that leads to interlanguage interference with both negative and positive effects (Sarfaz et. al., 2016; Atmasa, 2016; Makhkamova, 2017a, pp.70-78). The last one exists because universal elements of the language system, communicative subskills (pronunciation, grammar, vocabulary) and skills (speaking, listening, reading and writing) and cognitive strategies can be transferred into the process of the additional foreign language acquisition. This reality is justified by a lot of

researchers under the angle of multilingualism and plurilingualism who stress positive impact of the previous language experience on another foreign language acquisition. At the same time teaching L3 accompanies with development of learners' special multicompetence (Cook, 1995), or plurilingual competence (Coste et. al., 2009; Willans, 2013), and extending of language repertoire (Van Gelderen et. al., 2003; Jessner, 2006; Cenoz, 2007). This problem arises because multilinguals use a wider variety of processing strategies and some of them can not be successful in the pragmatic plan if students transfer them into learning additional language (Cenoz, 2007). Thus, the findings of these studies shed light on the mechanisms of multilingualism development and importance of the previous experience in the cognitive process of acquiring a third foreign language or of "bringing one language to another" (Milambiling, 2011, p. 18). It is necessary to underline that the essential findings of the mentioned studies is that multicompetence or multilingual proficiency has distinctive characteristics because multilinguals often switch on from one linguoculture into another one and envelopes wide spectrum of cognitive processing strategies. Hence, it follows that knowing a language presupposes also to know cultural aspect, which impacts of achievement goals of communication and leads to misunderstanding. Cultural context of teaching is organized for "acquisition of multilingual and multicultural competencies, even if the object of instruction is one standard linguistic system" (Kramsch, 2012, p.108). Acquiring additional language proposes development of not only language skills but also practicing communication strategies because of their specificity in one linguoculture at times is not suitable for another. Besides, according to the Interlanguage theory, the previous language experience is the platform where learners integrate the new knowledge (L3) systematically with the previous knowledge (L1 or L2) that lead to the appearance of a interlanguage or mixed code. While additional foreign language acquisition the languages in our brain come into collision that makes language transfer or skills transfer with positive and negative effects (Kalindra, 2011; Atmasa, 2016; Sarfraz et. al., 2016; Makhkamova, 2017a; and many other researches).

Thus, it is necessary to realize them and decide ways of avoiding negative interference in learning additional foreign language. We would like to stress that interlanguage will be developed in the term of accuracy and fluency through special working on the difficulties and learners' errors as well as via moving from one stage to another in the development of language performance.

3. Research Methodology

3.1 Didactic Principles

In Uzbekistan students of the linguistic universities learn a foreign language as specialty. However, they learn simultaneously the second foreign language, which is not mastered for pedagogical activity aims. Moreover, the undergraduates from linguistic universities have essential gaps in teaching foreign language for specific or vocational purposes. That is why, we face with issues in qualified and effective teaching of any additional foreign language at the non-linguistic higher schools. This fact without delay demands implementation of the

multilingual didactics into the practice of training FL teachers who should master instructional competence to teach two or more foreign languages.

By the multilingual didactics we understand an educational theory of development multilingualism concurrently or after acquiring the first foreign language, or through the acquired foreign language in the educational framework. Under the multilingual didactics the principles, certain teaching and learning methods, and techniques should be dealt with.

As key principles of multilingual didactics in teaching the second foreign language in the national context of Uzbekistan are defined as followings:

3.1.1 Focus on the Previous Language Experiences

Focus on the previous language experiences could be the anchor for acquiring of the second foreign language. In this context the cognitive flexibility allows balancing of languages acquisition experiences (Lambert, 1985). It must be taking into consideration the positive effect of the of the language experiences which can be transferred without special explanation and practicing. But this principle also aims to development of special multicompetence (Cook, 1995) to transfer appropriate cognitive strategies or to reformate them. We need to do that because the previously language and cultural experiences bring not only positive but also negative effects. Direct transferring cognitive strategies can lead some shortcomings in the process of speech perception and production that can be justified with the next principles.

3.1.2 The Relationships or Convergence between Acquired Languages

The relationships or convergence between acquired languages (FL1 and FL2). The English and Italian languages belong to Indo-European language family, in turn these two languages concern the branch of Roman-Germanic Language. It is known, that the Italian language originated directly from Latin, but English from Anglo Saxon and Romance languages, particular via contact with French. The detailed analysis of relationships between three languages (Italian, English and Lithuanian) on the lexical, morphological and syntactical levels was made by Kalindra (2011). Due that study we can realize the similarities and differences between the English and Italian languages in the mentioned levels of language system. This way between English and Italian languages there are a lot of similarities on the morphological level because there are more affixes and word roots derived from Greek and Latin. Eg.: miserabile (It.) – *miserable* (En.); *conferenza* (It.) – *conference* (Eng.); *scenza* (It.) – *science* (Eng.).

Towards to the Uzbek language which belongs to the Altaian languages family and is a branch of the Turkic languages. Before gaining the independence the Cyrillic alphabet was used in Uzbekistan which was switched on the Latin alphabet after 1991. Based on that fact on morphological level there are differences between English, Italian and Uzbek languages: *conferenza* (It.) – *conference* (Eng.) – *anjuman* (Uz.). At the same time on the lexical level many words derived from Latin and became international for all languages including Uzbek: *republic* (Eng.) – *repubblica* (It.) – *respublika* (Uz.); *motor car or automobile* (Eng.) –*automobile* (It.) – *avtomobil* (Uz.); *machine* (Eng.) – *macchina* (It.) – *mashina* (Uz.). In spite of lexical similarities, there are some differences on the morphological level, i.e. in the

form (spelling). There are also words which are similar in meaning but different in form: *barrack* (Eng.) –*caserma* (It.) – *kazarma* (Uz.).

On the syntactical level there are also a lot of differences. Eg.: 1) *to drink coffee* (Eng.) – *bere caffè* (It.) – *Kofe ichmoq* (Uz.). In the Uzbek the object relation is seen; 2) *It was build in 2015* (Eng.) – *È stato costruito nel 2015* (It.) – *U 2015 yilda qurilgan edi* (Uz.). The word order is different and relationship between words of the sentences is established with the help of locative case in Uzbek, but in English – with the help of auxiliary word (was) and preposition (in). In turn in Italian it is built with the help of auxiliary word (stato), preposition combined with the definite article (nel) and grammatical morpheme (ito).

3) *Civil engineering deals with the design and construction of objects that are intended for continuous use (Eng) – L'ingegneria civile si occupa della progettazione e costruzione di oggetti destinati ad un uso continuo. (It.) – Sanoat qurilishi uzoq vaqat foydalanishga mo'ljallangan obiektlarni loyihalashtirish va qurish bilan shug'ullanadi (Uz.).* In English, the sentence is built with the help of preposition, auxiliary word and grammatical morpheme while in Italian, it is built with the help of verb form and prepositions, and preposition combined with the article. In turn Uzbek it is built with the help of dative and accusative case (inflection -*ga* or -*ni)* and infinitive forms of verb (participle, gerund).

The given examples justify that there are (a) similar elements, (b) partly similar elements, and (c) not similar elements. The similar elements are not sources of interference and can be introduced by the instructor via transposition (positive effect of a language transfer). The most serious source of negative interference is (b) and (c) points that demands creation of special techniques for preventing or overcoming negative effect of English and Uzbek language transfer.

3.1.3 Identification of Language and Cultural Difficulties in Teaching Two Foreign Languages Ways of Avoiding/Overcoming Them

Italian has more explicit inflection than English, especially in verb conjugation in comparison with English, depending on the gender, singularity and plurality. Eg.: Masculine –*ante* (sing.), -*anti* (pl), feminine -*ente* (sing.), -*enti* (pl). In English the continuous tense expressed by *to be + V-ing* inflection and perfect Tense as *have + Participle II* (*taken* or *mark-ed* inflection). But Italian has 5 inflected tense forms for the present, simple past, imperfect, future and conditional, the other tenses are formed with auxiliary words. In the Uzbek there are three tenses which are expressed by grammatical morphemes and the adverbs of time.

There are two cases in English (nominative and possessive), but Uzbek due to 6 cases (nominative, genitive/possessive, dative, accusative, locative and ablative) and Italian due to four cases give difficulties to students in learning Italian. Besides the semantic structure of the English nominative case is larger than Uzbek. In Uzbek in comparison with English the number and case are always expressed by separate morphemes (talaba*lar*ning). In English we observe both cases (bacteria's, men's). While in Italian, the cases are conveyed by prepositions and pronouns without any morphemes (Ci vado con te).

There are differences on the lexical level: *to come* (Eng.) – *venire* (It.); *to discover* (Eng.) –

scoprire (It.). There are also discrepancy in the words which have the same form but different meaning: camera in Italian it means room, but in English and Uzbek it means equipment for taking photos.

It was mentioned that on the syntactic level the word order in English plays a great role, but Italian and Uzbek being synthetic languages where the relationship between words are more established with the help of inflection, so both languages use many variations in word order. Besides, in Uzbek and Italian adjectives going after noun, but in English, as a rule, it is before noun. In Italian and Uzbek personal pronoun can often be omitted although in English it is put in the first place as subject or agent of action. On the syntactic level word order in Italian is in the form of *Subject + Verb+ Object* while in Uzbek the model *Subject + Object + Verb* is used.

There is the category of article in Italian and English which is not in Uzbek. However, in English definite article is not used before possessive pronoun while in Italian it is required using definite article before possessive pronoun: *My car is beautiful. – La mia macchina è bella (Literally: The car is beautiful).*

On the phonetic and phonological levels between these languages there are a lot of differences, for example: English dental fricatives [ɵ] and [ð] are missing in Italian as well as in Uzbek. In the Uzbek and Italian the last consonant in the word is pronounced not sonorously as in the English language, or long vowel is pronounced as short. In general the Italian sounds do not create difficulties for Uzbek student but there are some cases that we have to mention: the Italian sounds / ʎ/ and / ɲ/ create difficulty for Uzbek students because they do not exist in Uzbek.

The influence of English phonological peculiarities is strongly notices at the beginning level of learning Italian language by Uzbek students. Especially a lot of differences between Uzbek and Italian are noticed in intonation: the Italian is very fast and melodic while the Uzbek is slower and usually uses Fall-Rise tone. Word and phrase stresses exist in both languages but in Uzbek it is not potentially influenced in meaning although in English change of the stress leads to change of word's meaning.

Moreover each nation has own communicative style. It is known that in English the short sentences and direct style are preferable, but in Uzbek the long sentences, and indirect style including hints, figurative phrases, overstatement and implicitness are used (Makhkamova, 2017b, p.58-60). So we should avoid or overcome these difficulties which are the sources of negative effect of language skills transfer.

The demonstrated examples give evidence about universals and specific elements of three languages. But within the article it is impossible to demonstrate all examples of similarities and differences between three languages. So a teacher of the Italian language needs to identify the types of difficulties via comparative-contrast analysis of three languages collided with each other in the brain of students in the formal, semantic and functional levels to reveal,

especially, partly similar and not similar elements which usually lead to the interlanguage and intercultural interference with negative effect.

Thus, the last principle makes instructors involving into the comparative-contrast analysis to choose ways of preventing or overcoming difficulties and errors in learning Italian. Following to these principles teachers can realize 1) sources of the negative and positive effects of interference; 2) efficacy of comparative-contrast analysis for providing with important data; 3) linguodidactic value of these principles in the process of preparation materials and conducting the Italian classes in the plurilingual audience. Without doubt all presented data should be taken into consideration by Italian language instructors worked in polytechnic institute.

In general view, linguistic awareness from findings of the comparative and contrast studies may shed light on the cognitive process in teaching additional foreign language and functions of the previous language experiences as a mediator for acquiring another. Besides this principle allows avoiding negative effect of the previous language experiences with the help of special methods and techniques (exercises) created by the instructor.

3.1.4 Focus on the Development of Communication Strategies

Focus on the development of communication strategies (learning, code-switching and blocking and other compensatory strategies) in education of multilingualism. Code-switching strategy should be practiced for various reasons and functions: for changing register, or languages-switching in communication, or translation, or reducing affective barriers in second or additional foreign language learning (Collins, 2001; Cenoz, 2007; Cartone, 2007; Milambilling, 2011; Noli Maishara Nordin & et.al., 2012; Sakartia & Priyana, 2018). In teaching Italian as an additional foreign language code-switching strategy can be used by teacher to explain difficult linguistic phenomena or cultural facts in English or Uzbek as mediator language, or to translate some linguistic items from one language into another to understand specificity of any phenomenon. To prevent frustration over unsuccessful attempts to achieve the communicative goal or overcome learners' psychological barrier the teacher should use and train learners to apply switching code. In our view code-switching occurs when learners construct ideas in the Italian language; they correlate Italian structure and vocabulary with English or try to maintain their mother tongue while incorporating its features in L2 and L3. In other words, learners use the strategy of "code-coping" (Johanson, 2002) to adapt their L1 and L2 experience to L3. In so doing application of the code switching strategy is usually automatic and unconscious (Sert, 2005). Sometimes to prevent interference of the previous language experiences students should apply blocking strategies to be just only in the Italian language environment to master additional foreign language successfully. In turn learning strategies, discussed by Oxford (1990), envelopes inductive inferencing and deductive reasoning, using variety of mnemonic techniques for making semantic, visual, auditory, and kinetic associations with the mentioned languages and the target one. Therefore, learning strategies used in the previous experiences will become an optimal resource or instrument for acquiring the additional foreign language (vocabulary, grammar structures and their using) successfully.

3.2 Implementation of Didactic Principles into Italian Classes

At TTPU, the course of practical English and Italian languages are associated with polytechnic profile of education and correlated with specialized subjects. So students learn these languages to obtain the additional information for their future vocation or to be ready to fulfill professional functions using a foreign language (Dudley-Evans, 1998; Ellis & Johnson, 2002; Salas et. al., 2003; Makhkamova, 2015, 2017a).

Learning Italian language in TTPU aims to the development of professional communicative competence (linguistic, sociolinguistic and pragmatic competences on B2 level of language proficiency), the content of which is identified, as a rule, under consideration of interdisciplinary links on the following levels: 1) specialized information, 2) operations and actions in the professionally-oriented situations, 3) instructions (Makhkamova, 2017a, p. 149). Moreover, the content of teaching is usually defined on the basis of two levels in accordance with ideas of Salas et. al. (2003. p.13): 1) micro-level: specialized vocabulary and specialized texts; 2) macro-level: vocationally-oriented situations, discourse genres, modes of interaction. Thus, within a polytechnic institute specialized information is integrated with the interactional aspect in the areas of learners' future specialty.

Consequently, learning of specialized vocabulary and grammar structures is organized via the vocationally-oriented context. For acquiring the linguistic and cultural awareness the comparison, contrast, analogy and other methods and techniques should be used widely to overcome mentioned difficulties and practice of the teaching specialized material.

In TTPU the didactic principles such as 1) focus on the previous language experiences; 2) relationships or convergence between languages; 3) identification of language and cultural difficulties in teaching additional foreign language (or two foreign languages) and ways of avoiding/overcoming them; 4) focus on the development of communication strategies were applied with the help of different methods and techniques. Within current study we will describe the ways of implementation of didactic principles in teaching Italian articles, i.e. for development of linguistic awareness (Jessner, 2006) about Italian article in language classes.

We united the first and the second principles for familiarizing with Italian article. The Uzbek system has not a linguistic phenomenon as article, but while learning English students have obtained knowledge and skills in using articles. So it was a base of introducing Italian articles. Via comparative analysis the teacher demonstrated formal and functional features of Italian article in comparison with English articles. In the English language there are definite and indefinite articles as in Italian (similar features) that was a positive effect. However, in Italian language articles are identified with gender (masculine/feminine) and number (singular/plural) of the nouns they refer to, as they change depending on that (not similar elements). Based on Geraldi's guide "Nuovo progetto Italiano. Glossary and Grammar" (2006), we can demonstrate the features of Italian articles using:

I. 1) masculine nouns beginning with a consonant take the definite article **il (singular)** and **i (plural): il** *l*ibro / **i** *l*ibri (the book / the books); 2) masculine nouns beginning with a vowel take the article **l' (singular)** and **gli (plural):** l'*a*mico – gli *a*mici (the friend / the friends); 3)

the definite article **lo (singular)** and **gli (plural)** is used before masculine nouns beginning with *z, ps, pn, y, gn, s + consonant:* **lo** *z*io / **gli** *z*ii (the uncle/ the uncles), **lo** *s*tudente / **gli** *s*tudenti (the student/ the students); 4) feminine nouns beginning with a consonant take the article **la (singular)** and **le (plural): la** *b*orsa/ **le** *b*orse (the bag/ the bags); 5) feminine nouns beginning with a vowel   take the article **l' (singular)** and **le (plural): l'***a*mica/ **le** *a*miche (the friend / the friends).

II. 1) nouns of masculine gender that take definite article **il** and **l'**, take the indefinite **un**: **il** libro / **un** libro(the book/ a book), **l'**amico/ **un** amico (the friend/ a friend); 2) nouns of masculine gender that take definite article **lo**, take the indefinite **uno**: **lo** zio /**uno** zio (the uncle / an uncle); 3) nouns of feminine gender that take definite article **la**, take the indefinite **una**: **la** borsa/ **una** borsa(the bag / a bag); 4) nouns of feminine gender that take definite article **l'**, take the indefinite **un'**: **l'**amica/ **un'** amica(the friend/ a friend).

According to the third principle, these features became the sources of difficulties and negative interference, so they demanded for the implementation of special exercises for training those specific elements of Italian articles. The following exercises were used in Italian class: fill in gaps/ choose the correct article, matching, translation.

The fourth principle was implemented via teaching of different strategies. The efficacy of the code-switching has been proved by Sert, 2005; Cartone, 2007; Noli Maishara Nordin et al., 2012; Sakartia & Priyana, 2018). For explanation of differences between English and Italian articles the code switching strategy (translation and explanation of specific differences) was also effective. All the more taking into consideration that the phenomenon of articles was serious difficulty for the Uzbek audience. The mentioned difficulties in mastering Italian articles were a main cause of affective barrier in producing message, so we practiced the strategy of reducing affective barriers with the help of relaxation activity and indirect strategies of errors correction.

4. Discussion

This paper has discussed didactic principles for teaching additional Italian language at the conditions of TTPU. Having been a language teacher one of whom (Akram Amirkulov) works at TTPU for almost 4 years now and he is quite familiar with the difficulties for Uzbek students such as interference (negative and positive language transfer) in language education. The instructor organizes his Italian lessons according to the mentioned didactic principles.

An efficacy of methods and techniques created under those didactic principles was evaluated according to accuracy and fluency criteria in the aspect of using definite and indefinite article while organizing the topic "My University". The decision about choice of these criteria was made under the views of well-known scholars that accuracy kept up with fluency as "natural language use" (Brumfit, 1984, p.56) and 'judgements of fluency actually embrace linguistic accuracy in some way" (Chambers, 1997, p.540).

The results of lessons observation how students did activities showed that majority of

learners were active and understood the differences between Italian and English articles. The research indicated significant enhancing students' activity. Four groups of students enrolled in this study and it was revealed that 79% of students demonstrated accuracy and fluency in using articles in describing their university. The negative effect of interference was noticed in 21 % of learners, especially in using definite and indefinite articles with masculine and feminine nouns. It was seen, learner's errors were effects of both interlingual and intralingual factors, i.e. students transferred knowledge and skills from the English language experience. Besides qualitative analysis of errors showed that Uzbek students transferred not only experience of L2 but also L1 because Uzbek language has not article and gender specificity of articles used with nouns. While speaking Italian language articles and their gender specificity for some Uzbek students were so mutually exclusive relating to L1 and L2, that's why the Uzbek students could not use definite and indefinite articles appropriately to the norms of Italian language. Moreover, students' message (about 14 %) was not fluent because while production of message they felt confusion about suitability of article to the used nouns.

As it was mentioned before, the English, Italian and Uzbek languages are not relative. This fact grounds the objective causes of mentioned gaps in accuracy and fluency made by some students. That's why those students need to master multicompetence (Cook, 1995) via special methods and techniques including errors correction.

None the less the results of the research justify also an efficacy of the suggested principles in the aspects of accuracy and fluency, because 79% of students were successful in using articles while describing their university. The designed exercises under special didactic principles, first, aimed to explanation of rules of Italian articles using or in Krashen's terms – application of "rule isolation" (Krashen, 1982). Secondly, instructions focused on special practice and production, as well as errors correction. As the result of such instructions we enhanced students' accuracy and fluency and could overcome fossilization in the field of Italian article usage.

5. Conclusion

This article designates the problems of multilingualism development in Uzbekistan and ways of solving them via didactic principles in the context of multilingualism. For this purpose we defined the principles and means of their application and evaluation. These instruments allowed realizing the efficacy of didactic principles and activities, and do perspective for further research. It is known, that multilingual acquisition is complex cognitive process and enables previous languages acquisition experiences. We are sure that the learners, who are fluent in the first foreign language and cognitively advanced for acquiring the additional foreign language for the specific purposes, are ready for mastering a new code on the basis of suggested principles that makes the teaching and learning process easier and more successful. At the same time the previous language experiences are the sources of transposition and interlanguage or intercultural interferences with negative effects in acquiring new language code for vocational development. All partly similar and not similar elements of the all learnt languages provide interference, which may be appeared with the negative effects. So the

mentioned facts demand on 1) taking account the previous language experiences and finding relationships between them; 2) doing comparative-contrast research of the linguistic and cultural items to identify transferring difficulties and to select or design special methods and techniques for avoiding/overcoming difficulties; 3) training compensatory and learning strategies to filling in gaps, understand differences and other problems, as well to achieve a certain level of language proficiency in the additional code of professionally-oriented situations of communication.

In this sense, local language teachers while teaching additional foreign language should apply special methods and techniques designed under the worked out didactic principles. There are different principles as initial bases for foreign language acquisition. However, the principles suggested by us, can be combined with the main principles of Communicative Language Learning. The practice of teaching two foreign languages in Uzbekistan context and this study justifies that we can not ignore mother and second language experiences, grammar rules instructions, comparison-contrast analysis of language phenomena, and other learning strategies if the students face the difficulties in L3 acquisition. Application of various methods and techniques under those didactic principles reminds experience in using grammar 'recipe' instruction to mix various 'ingredients' in teaching grammar described by Watson (2015).

The major conclusion has been drawn from this study is that teaching additional foreign language for occupational purposes must be planned and organized on the basis of the suggested didactic principles and special instructions. Without doubt these principles allowed organizing rational and successful teaching and learning process at the courses of English for occupational purpose.

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