The possibilities of an effective learning process of the French language as a second foreign language in the non-university higher education are connected with the use of a wide range of learning strategies. When learning the second foreign language, the students transfer the strategies that they acquired during the study of the first foreign language at the secondary school. These mostly cognitive strategies are considered by the students as the only way for acquiring language knowledge and skills. Depending on the age, the objective conditions and subjective motivation, their learning strategies change. They can overcome the obstacles in the study of the second foreign language by means of focusing on the conscious use of metacognitive and social-affective strategies. An explicit approach by the teacher and a conscious application of the strategies by students can make the teaching of the second foreign language more effective, can strengthen the students' autonomy in the learning process and prepare them for an independent lifelong learning for their personal and professional needs.