

PRINCIPLES OF TEACHING FOREIGN LANGUAGES

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Abstract. *The article deals with specific methodological principles of teaching a foreign language. The learning process is very extensive and multifaceted. It is difficult to imagine that all principles can be relevant to the entire process. The principles of learning are considered the basic provisions that determine the nature of the learning process, which are formed based on the chosen direction and approaches corresponding to this direction. Clearly formulated teaching principles will help resolve the issue of how and what training content to select, what materials and techniques to use.*

Keywords: *methodological principles, learning process, teaching principles, communicative orientation, approach to teaching, written speech, paths of learning.tage,*

Methodological principles describe and specify the specifics of teaching a foreign language in more detail. This group includes the principle of communicative orientation, taking into account the characteristics of the native language, the principle of interconnected teaching of all types of speech activity, the principle of functionality, oral advance, approximation, as well as a number of other principles that are formulated by the authors depending on the chosen approach to teaching.

The principle of oral basis and the principle of oral advance are rooted in the direct method. In 1880, F. Gouin wrote that oral speech should precede written speech. This position was taken up by American neo-rectists and became one of the basic ones in their methodology.

The essence of this principle is that oral speech appeared earlier written, and a person first acquires his native language orally, written speech is only fixed oral speech, therefore, one must first learn to speak and understand, and this will ensure both the ability to read and the ability to write. Based on this principle, speech is taught on an oral basis for a long time (from six months to two years), i.e. without reading texts and without writing. In miniature, this approach in many modern textbooks has taken the form of so-called oral introductory courses (from two weeks to four months). The introduction of the principle of oral basis raises objections of both theoretical and practical nature: most people have visual and mixed memory, not auditory; one of the immutable provisions of psychology is the following: the more analyzers are involved in assimilation, the stronger it is; Practice has shown that after oral introductory courses, the transition to reading and writing is difficult.

Soviet methodologists, who were guided by the well-known position of I.P.Pavlov about the leading role of the speech motor analyzer, the principle of oral advance was put forward. It seemed very fruitful; its interpretation, however, is most

often not accurate. In particular, they write that when implementing this principle we are talking only about oral introduction of material, but basically everything is based on the processing of written texts. In practice this is exactly what happens. However, this is unlikely to compromise the principle itself. The principle provides for: 1) not just the introduction, but the automation of a certain dose of speech material before starting the text; 2) using the text as visual reinforcement and as a “content base” for further work; 3) a lot of work verbally after the text.

The principle of complexity presupposes the joint assimilation of all four types of speech activity. However, simply the joint, parallel existence of types of speech activity is not yet complexity. The main thing is to ensure their mutual influence on each other with the leading role of each species alternately in different segments learning process.

The principle of taking into account the native language of students. Representatives of different methodological systems put forward different principles regarding the native language of students. Thus, supporters of direct and natural methods proclaim the principle of excluding students’ native language from the learning process. Others put forward the principle of relying on the native language, while others put forward the principle of taking into account the native language of the students.

The principle of relying on the native language suggests that during the lesson the student always needs to compare the forms of two languages, analyze their similarities and differences in order to understand in detail the structure of languages. However, this is aimed at theoretical understanding, but not at practical mastery.

The principle of taking into account the native language is aimed at practical mastery of foreign language speech. This is served by organizing speech material in such a way that helps prevent interference from the native language; The implementation of the principle is facilitated by the appropriate organization of the process of assimilation of foreign language forms (lexical units). This aspect is significant for the teacher, who ensures the prevention of errors by foreseeing them in advance. Thus, the principle of taking into account the native language is, as it were, hidden from the student. It should be noted that it could be effectively implemented in a monolingual classroom; in international classes, where students who speak different languages are gathered, it is more difficult for the teacher to take into account the characteristics of the native language of all students.

The principle of synthetic assimilation. E.I. Passov refers here several principles [2]. Firstly, the actual principle synthetic assimilation of material, put forward by G. Palmer. According to the author, syntheticity will make it necessary to avoid analysis and translation.

The abundant listening to the material, which G. Palmer preconditioned for the entire process of assimilation, really confronted the student with the need to intuitively grasp the whole without analyzing it. Secondly, this is the principle of global perception of structures put forward in the audiovisual method, which goes back to Palmer’s syntheticism. It is also assumed that the student only listens to entire structures, without analyzing them, without translating them, imitates and

reproduces them. Thirdly, the principle of mastering vocabulary in a phrase, proposed by the straightforward people and revived in recent years, also belongs to this group.

A.P. Starkov put the principle of programming communicative activities in exercises forward. “Any rational education system,” writes A.P. Starkov, is the programming of the corresponding activity” [28]. A.P. Starkov includes the selection of language material for exercises, the selection of the exercises themselves in accordance with the stage of learning, the observance of one difficulty, the modeling of reality using clarity.

The principle of unity and diversity of goals and paths of learning. In 1967, an article by P.B. Gurvich, where I was for the first time

An attempt has been made to formulate purely methodological principles in full. This is how P.B. reveals this principle. Gurvich: “If the goal is to use words in sentences (in speech), then this does not exclude, but on the contrary, presupposes certain work with an isolated word; if the goal is to master language material to the receptive level possession - the path to this goal may lie through reproductive and productive exercises...” [5].

P.B. Gurvich proposed the principles of complementarity. There are four of them: voluntary and involuntary; conscious and automated actions; memorized and creative; guided and free actions.

Summing up the analysis of various principles, E.I. Passov proposed the following hierarchy of principles:

- principles of the first rank (general didactic), which form the basis of teaching any subject, including a foreign language;
- principles of the second rank (general methodological), which underlie teaching a foreign language in general;
- principles of the third rank (private methodological), underlying the teaching of one or another type of speech activity;
- principles of the fourth rank – those that are significant for more narrow field of study (for training grammatical side of speech activity, etc.) [2].

As a conclusion, we can say the general didactic principles of Russian science reflect the provisions that are used in teaching any subject. The main ones can be mentioned: the principle of consciousness, activity, systematicity, visibility, strength, accessibility and others.

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