

Linguodidactic Principles of Organizing the Process of Teaching Foreign Languages Under Conditions of European Integration

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Abstract: The purpose of the article is issuing the question of foreign language teaching within eurointegration context, in particular development of students' foreign integrative skills. Based on the given lingvodydactic principles, the authors prove the possibility of foreign language study to obtain the communicative status.

Keywords: eurointegration, integrated skill, lingvodydactic principles, foreign language activity, reflection, skill, receptive, reproductive.

Formulation of the problem

The intensive processes of reforming the higher education system of the Republic of Uzbekistan in the process of European integration determines the search for ways of effective reforms in higher education. That is why Uzbekistan, as an independent state, is modernizing educational activities in accordance with the requirements of the Council of Europe. The transition of higher education institutions in Uzbekistan to the Bologna system is an important step to improve the efficiency and quality of training of graduates of the European level. Research analysis and publication.

Research analysis and publication

In the modern methodology of teaching foreign languages, an effective innovation is distinguished - the method of "immersion" in a foreign language environment (Z. Korneva, R. Martynova, A. Tarnopolsky, G. Turchinova, K. Clark, J. Cummins, G. Easton, F. Genesee, E. Hamayan, R. Johnson). These specialists offer to learn a foreign language not in the course of a subject, but in the process of studying educational courses or certain academic disciplines. They believe that with the help of the developed courses (educational disciplines) natural conditions are created for the development of foreign language real-speech, namely integrated skills in a non-linguistic environment.

It should be noted that a feature of teaching a foreign language by this method is the interrelated study of the foreign language and a particular discipline, as well as mastering the learning material without reference (or with minimal support) in the native language of students.

The process of mastering additional academic disciplines involves teaching in a foreign language, so the purpose of studying such disciplines is not to learn the grammatical or lexical structure of a foreign language, but to have substantive communication between the teacher and the student about a particular academic discipline.

In this case, speech is a driving force in discussing and solving non-linguistic learning problems, which corresponds to the requirements of the Council of Europe for foreign language proficiency and promotes the development of integrated skills.

So, according to the research of methodologists R. Martynova and A. Tarnopolsky, under integrated skills we understand the ability of students to participate in two available types of activity simultaneously. At the same time, one activity is the main, and the second - the content, methods, means, form, that is, principles that reflect the general requirements for the formation of the content of training and organization of educational process.

As is known, the process of studying the subject "foreign language" differs from other academic disciplines by the fact that the main task of studying a foreign language is not the accumulation of knowledge, but the process of mastering by students of foreign language communicative activity. Considering the above, let us consider the most important linguodidactic principles of development of students' foreign language integrated skills.

The principle of using a foreign language as a means of solving speech problems. As is known, in a non-linguistic environment its creation is unrealistic even in the conditions of increasing foreign-language communicative activity. As we have already noted, in the conditions of European integration there is one option to solve this problem, namely "taking" the subject "foreign language" from the perspective of the academic discipline, which is provided by integrated learning.

In this case, students' attention will be focused not so much on the form of the statement, but on the way of conveying the desired information to their interlocutor. In addition, students will have to justify their point of view, defend, prove and argue for it. All of the above is the essence of using a foreign language not as the purpose of teaching, but as a means of learning other, additional academic disciplines, which, in turn, contributes to the development of foreign language integrated skills.

Without the principle of reflective activity, the process of developing students' foreign language integrated skills is unlikely to be realized. According to M. West's definition, "foreign language," unlike many other subjects, is not "a subject that can be taught, but a subject that can be learned.

It is known that reflexion is a necessary element of human activity and a means of improving it. Its theoretical role in mental development was emphasized by L.Vygotsky and he believes that new types of connections and correlations of functions presuppose reflexion, that is, reflection of one's own processes in consciousness.

Processes of reflection can include such processes as:

- Self-understanding and understanding of the other;
- Self-assessment and evaluation of the other;
- Self-interpretation and interpretation of the other.

In psychology, the concept of "activity" is correlated with activity, which is a dynamic condition of its formation, realization of speciation as a property of its own achievement. Activity is characterized by the predetermination of actions produced, the specificity of the subject's internal states and its purpose.

According to scientific research, activity acquires the character of reflexivity when two conditions are present:

- the mechanism of reflection of personal self-development in the course of problem solving;
- critical comprehension of the primary self-image, which leads to the construction of a new image of the "I" as a subject of creativity.

Consequently, reflexive activity can be understood as a quality of personality characterized by the presence of developed thinking, abilities and formed skills necessary to perform learning activities, the relationship of the intellectual and personal in the human psyche, a critical view of the self, which leads to the construction of a new image of "I" as a subject of creativity.

E. Kalugina considers reflection in the process of learning English as a necessary condition for the development of creative abilities in students and believes that reflection in learning a foreign language involves a thought process that makes students think critically in the learning process to analyze new information, to determine its accuracy and draw appropriate conclusions.

The result of such thinking activity of students is the achievement of a better understanding of the language concept. Mental forms of manifestation of reflexive processes in the study of English correspond to nine indicators of reflexive activity, namely critical thinking of students; students' desire for evidence of educational material; ability to present educational material by "problem method"; students' desire and ability to lead a discussion; readiness for adequate self-assessment; ability to self-management; ability to solve arising problems creatively; personal approach to own abilities; focus on personality.

Thus, the development of foreign-language integrated skills based on reflection involves taking into account all of the above nine factors for the development of reflexive activity.

The principle of full assimilation of the studied material is one of the main linguodidactic principles in the development of foreign language integrated skills. Knowledge of a foreign language needs to be constantly replenished and repeated with previously learned material. Many scientists (B. Blum, V. Bospalko, M. Klarin, D. Levites and R. Martynova) have investigated the conditions under which full assimilation of foreign language material is carried out. It was proved that the organization of work on the assimilation of foreign language material in the process of teaching foreign languages consists in the reproduction of a foreign language statement in non-standard creative conditions.

The principle of complete assimilation of the studied material is one of the main linguodidactic principles in the development of foreign language integrated skills. Knowledge of a foreign language must be constantly replenished and repeated with previously studied material. Many scientists (B. Blum, V. Bospalko, M. Klarin, D. Levites and R. Martynova) studied the conditions under which the complete assimilation of foreign language material is carried out. It was proved that the organization of work on the assimilation of foreign language material in the process of teaching foreign languages consists in reproducing a foreign language statement in non-standard creative conditions.

The principle of full assimilation of the studied material in the process of development of foreign language integrated skills by means of studying certain academic disciplines is based on the concept of full assimilation of the material, which was developed by V. Bospalko. Thus, the scientist has established four levels of assimilation of the studied material.

The first level involves cognitive activity and is characterized by the ability of students to reproduce the material introduced by the teacher from the native language to the foreign language and vice versa. Therefore, the first level of assimilation of foreign language information of the studied discipline provides acquisition of receptive and reproductive knowledge.

The second level is characterized by reproductive algorithmic activity. To achieve this level of assimilation of foreign language material it is necessary that all previously introduced information (assimilated at the first level) is used in combination with previously learned language phenomena, forming new statements at the level of phrases and sentences. Consequently, the ability of students to quickly and correctly reproduce new material with previously learned in the native language, perceiving it in a foreign language, indicates the formation of receptive skills, while the ability of students also quickly and correctly reproduce the same material in a foreign language, subject to its introduction in the native language, indicates the formation of reproductive skills.

The third level of assimilation of foreign language material implies the use of the studied language material with previously learned (on the basis of formed receptive and reproductive skills) in the following types of work:

- prepared monologic and dialogic speech;
- unprepared oral monological speech in independently composed messages on the studied subject matter. The ability to perform the first type of foreign language activity indicates the development of reproductive linguistic skills, while the performance of the last type of foreign language activity.
- about productive linguistic skills.

The fourth level of acquisition of foreign language material provides a higher level of development of foreign language speech skills, i.e. integrated, consisting in the interaction of general academic and foreign language creative skills. At this level the type of work which implies the use of linguistic and factual material of the studied discipline, which is expressed in monological written prepared speech: discussion, discussion, analysis and self-analysis of the information prepared by students, is assumed.

The level of acquisition of foreign language information at the last stage implies the formation of receptive, reproductive and productive type of foreign language speech activity and provides for the development of foreign language integrated skills, when the attention of speakers is focused on

the content of the statement on the problems that are studied in educational courses and courses directly related to the specialty of students.

We believe that learning new foreign language material, followed by an increase in its volume is one of the components of the principles of full learning material assimilation.

The principle of teaching ways of independent knowledge acquisition and formation of skills and abilities implies the development of foreign language integrated skills and is one of the main conditions for their development. Within the framework of the traditional methodology of teaching foreign languages, of course, there are many types of both independent language and speech work. However, they are overwhelmingly reinforcing in nature. The study of complex in content and interesting educational courses or academic disciplines requires students to spend a considerable amount of time on independent creative work.

No textbook text can reveal the content in its entirety. Only independent, additional reading and consolidation of the material studied in the process of its independent search and analysis can lead to the acquisition and expansion of knowledge in a particular field of science.

Consequently, such work has an independent character and requires certain mental input from the student, which corresponds to the requirements of the Bologna Process. Therefore, the development of foreign language integrated skills already inherently conditions students' independent linguistic and semantic work at the present stage of foreign language teaching in the conditions of European integration.

Conclusions

To implement the conceptual principles of the Bologna process it is necessary to introduce a qualitatively new methodology of the educational process organization, which will ensure the development of foreign language integrated skills of students. That is why, if the above-mentioned linguodidactic principles of foreign language teaching process organization are taken into account, "foreign language" will acquire the status of a real speech, communicative discipline.

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