

Principles of Teaching Foreign Languages

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ANNOTATION.

The learning process is very voluminous and multifaceted. It is hard to imagine that all principles can be relevant for the whole process. Under the principles of learning, it is customary to consider the main provisions that determine the nature of the learning process, which are formed on the basis of the chosen direction and approaches corresponding to this direction. Clearly formulated learning principles will help decide. Foreign methodologists note the importance of linguistic, psychological and didactic factors in teaching a foreign language, however, the concept of "learning principle" is not a basic category of foreign methodology and is currently rarely found in publications, probably due to the fact that the term itself implies the dominant role of the teacher in educational process, which is rejected by modern methodologists.

Key words; Aspect , significant, ensure, prevention, psychological , didactic,factor, principle of consciousness.

Introduction

The principle of developmental education. One of the key problems of didactics, which is of great methodological importance, is the problem of learning and development, when the process of mastering knowledge and methods of activity should serve as a means of comprehensive development of the individual. It is known that training creates a zone of proximal development, i.e. arouses in the child an interest in life, awakens and sets in motion a whole range of internal developmental processes. Thus, properly organized education of the child contributes to the child's mental development, brings to life such developmental processes that would be impossible without education in general. It should, however, be emphasized that the development processes follow the learning processes that create zones of proximal development, and the most complex dynamic dependencies are established between the development process and the learning process, which cannot be covered by a single, a priori speculative formula given in advance. Principles of accessibility and affordability.

It should be noted that some authors recognize the need to take into account the principles of teaching and learning and distinguish the following: • cognitive principles: the principle of automation of speech units (automaticity); the principle of using intrinsic motivation (intrinsic motivation principle); the principle of using the student's personal contribution de how and what learning content to select, what materials and techniques to use. Strategic investment principle) - his time, strength, individual abilities, etc. - and a number of other principles; • emotional-psychological principles (affective principles): the principle of "linguistic I" (language ego), which means that when mastering a foreign language, a "second self" is formed in a person, affecting his feelings, emotions, behavior, etc.; the principle of interconnected mastery of the language and culture of the country of the language being studied (language-culture connection). You should also take into account such qualities as self-confidence (self-confidence, self-esteem), the ability to experiment and take risks when using new material in the process of speech imitation in a foreign language (risk-talking); • linguistic principles (linguistic principles): taking into account the influence of the native language on mastering a foreign language (native language effect); taking into account the peculiarities of mastering the language being studied as an intermediate language system (inter language is a constantly changing language system that is located between the native and studied languages and is inherently individual for each student; it improves as the language is mastered, approaching the system of the language being studied); the principle of communicative competence in the process of teaching a foreign language. Both in domestic and foreign methods, there is no consensus on the classification of the principles of education. In the domestic methodology, many of the concepts described above are considered within the framework of the linguistic or

psychological foundations of education and are not considered principles, since the term "principle" is most often applied to the didactic and methodological foundations of education. General didactic principles of teaching a foreign language The general didactic principles of domestic science reflect the provisions that are used in teaching any subject. The main ones can be called: the principle of consciousness, activity, systematic, visibility, strength, accessibility and others.

The principle of consciousness. There are many interpretations of this principle. Let's take a look at the main ones. Consciousness consists in the conscious comparison of native and foreign languages for deeper penetration into their structure . Consciousness is the comprehension of theory and the ability to apply it in practice. Consciousness is the understanding of the content of speech. "Information about the structure of the language should be generalized on the basis of language material that has been previously learned practically." Consciousness is not only understanding the content of speech, but also awareness in the process of mastering those units of which it consists, and ways to use them Consciousness lies in understanding why it is necessary to learn . For supporters of intensive teaching of foreign languages, this principle receives the following definition: "... it is considered as a broader principle that implies an optimal combination (different at different stages of learning), conscious and unconscious in learning. This combination presupposes a rational dosage, realized by the teacher, of the operations and actions being worked out; conscious participation of the student in communication; not always and not fully conscious participation of the student in the development and assimilation of the language system. This last provision does not exclude from the learning process at certain stages of the students' awareness and analysis with the help of a teacher of the means of language communication . The principle of activity. In teaching foreign languages, the principle of activity acquires an important role, since mastering the language being studied is possible if each student is an active participant in the process, if he is involved in speech activity.

In modern psychology, activity is considered as the main characteristic of the process of cognition. Activity occurs under certain conditions, and according to the theory of set, the student must feel the need to study this subject and have the necessary prerequisites to satisfy this need. In the study of a non-native language, one should distinguish between intellectual, emotional, speech activity, which together can provide favorable conditions for mastering the language. The intellectual activity of the child is achieved by posing problem questions that put students in front of the need to think, analyze, compare, generalize, connect the thinking of children. Emotional activity is called upon to play a special role, which manifests itself in the fact that children are not indifferent to the activities they perform, and if positive emotional experiences provide internal, external activity, and therefore success, then negative emotional experiences inhibit activity and have a bad effect on success. However, in certain categories of students endowed with strong volitional qualities, negative emotions cause dissatisfaction with unfulfilled tasks and can stimulate activity in the right direction. It is important to develop the initiative of speech behavior in students. This can be achieved if the student from the object of learning becomes the subject. To master a foreign language, practice in its application is necessary, and for this it is necessary to rationally use the time allotted for learning a foreign language. One of the ways to solve the problem 21 of increasing the active of the student's time in the lesson is the use of various modes of work (work in chorus, small groups, in pairs, individually, class work). The principle of visibility follows from the essence of the process of perception, comprehension and generalization of the material by the student. Visualization is understood as a specially organized display of language material and its use in speech, in order to help students understand this material. In interpreting this principle for methodology, a curious mistake occurred: a literal interpretation of the term "visibility" or "looking" at something. Hence the requirement - to use pictures, images of objects, the objects themselves. But when didactics say that the principle of visualization involves the perception of the phenomenon being studied, then in the implementation of this principle by a teacher of a foreign language, we should not talk only about demonstrating the objects themselves and their images. E.I. Passov believes that linguistic visibility should be implemented in the following ways: 1) constant speech activity of students in a foreign language; 2) the speech of the teacher in the lesson, if it is not limited to the phrases: "Get up", "Read", "Sit down", etc.; 3) newspapers and magazines; 4) radio and television broadcasts, video films, films and animated films; 5) mugs

- 6) audio recordings for independent work;
- 7) library for additional reading on interests;
- 8) evenings and other events in foreign languages.

Together, all these tools will create just that foreign language environment, which will provide linguistic visibility and clarity, of course, does not exclude illustrative clarity. But we are talking about the fact that linguistic visibility should be in the foreground. As auxiliary means, plot pictures and their series, objects and actions with them, layouts, filmstrips can be used. Specific methodological principles of teaching a foreign language. Methodological principles describe and specify in more detail the specifics of teaching a foreign language. This group includes: the principle of communicative orientation, taking into account the peculiarities of the native language, the principle of interconnected learning 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 learning. The principle of oral basis and the principle of oral anticipation are rooted in the direct method. In 1880, F. Guen wrote that oral speech should precede written speech. This proposition was taken up by the American non-straightheads and became one

The application of these principles requires that learning be carried out at the level of children's abilities, so that they do not experience insurmountable difficulties. Accessibility is ensured both by the material itself, its organization, and the method of working with it in the classroom. This principle finds its concrete expression in the strict selection of linguistic and speech material and its presentation in structures, speech units, correlated with situations of communication that are close and understandable to children, building the educational process of the language, based on real possibilities, which is expressed in the amount of the intended material and assimilation level. The feasibility is manifested in the pace of progress in the study of the material. The principle of strength is expressed in the fact that the words and structures entered into the memory of students must be stored in it so that students can extract the necessary units from it whenever the need arises. The strength of assimilation is ensured by: bright presentation of the material when students get acquainted with it, when they have vivid images, associations; training in the reproduction of the material, immediately after familiarization and at subsequent lessons, with the inclusion of various analyzers; independent creative application, in which this material is used to convey the necessary material, when the student's attention is focused on the content, and not on its form; systemic control of the assimilation of what has been passed, which creates favorable conditions for keeping the material in memory appeared earlier than written, and a person learns his native language first in oral form, written speech is only a fixed oral speech, therefore, you must first learn to speak and understand, and this will already provide both the ability to read and the ability to write. Based on this principle, for a long time (from six months to two years) speech is taught on an oral basis, 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 oral basis principle raises both theoretical and practical objections: 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.. It seemed to be very fruitful, its interpretation, however, most often not accurate. In particular, they write that in the implementation of this principle, we are talking only about the oral introduction of the material, but basically everything is based on the processing of written texts. In practice, this is exactly what happens. But this hardly compromises the principle itself. The principle, however, provides for:

- 1) not just the introduction, but the automation of a certain dose of speech material before proceeding to the text;
- 2) the use of the text as a visual reinforcement and as a "content base" for further work;
- 3) a lot of work orally after the text. The principle of complexity involves 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 of the species alternately at different segments of the learning process. The principle of taking into account the native language of

students. Representatives of various methodological systems put forward different principles regarding the native language of the trainees. Thus, supporters of direct and natural methods proclaim the principle of excluding the native language of students from the learning process. Others put forward the principle of relying on the native language, others - the principle of taking into account the native language of the students. The principle of relying on the native language suggests that in the lesson the student must constantly compare the forms of two languages, analyze their similarities and differences in order to comprehend the structure of languages in detail. The method is a fundamental direction in teaching foreign languages, characterized by certain goals, content and principles of teaching (grammar-translation method, direct method, etc.). So, with the grammar-translation method, training was carried out with the aim of developing logical thinking and the ability to read and translate texts. The main attention was paid to the study of grammatical rules as a necessary means in mastering a foreign language, and above all, reading. The word method indicates the way-way of the ordered interconnected activity of the teacher and students within any system, the technological operation that ensures the interaction of the teaching and learning parties and is included as a component in the learning technology, directly related to the problem of how to teach, based on that the organization and implementation of the pedagogical process occurs: through teaching methods implemented in teaching methods; using a variety of learning tools; when using various organizational forms of work of students; taking into account the age of students, the level of their training in a foreign language and general development, the degree of training, educational material and the time allotted for its study. The modern system of education is going through a difficult stage of reform. And in this situation, there is a struggle between the new and the old, between the desire to generalize the richest experience accumulated by the international community in the field of methodology.

CONCLUSION.

However, this is aimed at theoretical understanding, but not at practical mastery. The principle of taking into account the native language is aimed at the practical mastery of foreign language speech. This is served by such an organization of speech material that helps to 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, 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 can be effectively implemented in a monolingual classroom, while in international classes, where students who speak different languages are gathered, it is more difficult for the teacher to take into account the peculiarities of the native language of all students. The principle of unity and heterogeneity of goals and ways of learning. In the methodology of teaching foreign languages, the method is considered to be the way to achieve the goal, but it is used to designate ways of different scale.

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