

# General Didactic and Methodological Principles of Foreign Language Teaching

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**Annotation:** The study of foreign languages in modern society is becoming an inseparable component of the professional training of specialists of various profiles, and the successful solution of professional growth issues and the expansion of contacts with foreign partners largely depend on the quality of their language training. The success of training largely depends on the methodology of a foreign language teacher, on his ability to use various modern methods in the context of solving specific educational problems.

**Keywords:** Didactics, teaching principle, emotional activity, the principle of visibility, methods and techniques of teaching a foreign language.

The principle of teaching is the starting position recognized to define training strategy and tactics.

The principle can be viewed in two ways:

1.theoretical

2.practical (for use as rules, requirements conducting training in foreign languages.

The teaching of foreign languages, like any subject, is based on didactic principles.

Didactic principles:

the principle of nurturing learning (development of the student's amateur performance in the amateur process learning.)

1 The principle of conscientiousness is associated with the use of the mother tongue and its role in language proficiency at the initial stage. During the learning process, this the principle must be implemented in a focused perception and comprehension of the studied phenomena, their creative processing, further application.

General didactic principle of activity. Reaching Consciousness is associated with activity, possible if each is an active participant in the educational process.

Allocated: intellectual (using problematic questions) emotional, (not indifferent to learning) speech activity (active speech behavior)

The principle of visibility.

Visibility - a specially organized display of language material and using it in speech to help students understand it, assimilation, use.

Affordability Principle - Learning should be carried out at the level of students' ability so that they do not experienced difficulties - this is negatively added to the attitude to subject, motivation.

The principle of strength - is expressed in the fact that words entered into memory, phrases must be kept in it so that the student can extract from it. (creative application, vivid presentation of the material.

Individualization principle (individual approach) -natural student data, needs, opportunities.Methodological principles.

The principle of integration - the essence of integration, to whatever aspect of the language.

2. The principle of differentiation - when forming each type of taxiway or aspect of the language, we use special exercises and tasks built with taking into account the specific mechanisms underlying each individual's language and speech skills.

3.The principle of taking into account the native language - two opposite tendencies, which can be conditionally characterized as positive and negative, i.e. transfer and interference (negative influence of the native language) -establishment parallels and correspondences between languages.

Interference - linguistic phenomena that either have no analogues in native language, or are used in different ways. In this case, there is interlingual or intralingual interference. To minimize errors it is necessary not only to correct them competently and skillfully, but also to foresee, prevent their appearance in advance. At

the stage of explaining new material it is necessary to involve students in active action by comparing different

Phenomena of native and foreign languages, to ensure a sufficient level training and automation skills. Practice shows that if a teacher in addition to a foreign language, speaks the native language of his students, then the principle implemented more effectively, and a foreign teacher may not understand emerging difficulties.

This principle does not fully work in international classes, here why international textbooks do not always work in monolingual classrooms. Recently, modern authors methodologists have been working with a description methodological complex for international textbooks.

The principle of the communicative orientation of training - if you recognize formation of the necessary and sufficient level of communication skills with students as the main goal of learning, then it is obvious that teaching IL today it is impossible outside the communicative context of activity. It is based on the category of meaning. In the lesson, students should be offered various exercises and tasks with varying degrees of communicative freedom

For students:

1. posting (strictly by analogy with the sample)
2. transformational (knowledge and skills should be used taking into account changed situation)
3. Undoubtedly communicative (the situation is simulated close to the real one, but students should follow the instructions given)
4. Single - communicative (it is important to ensure that there is meaning in all types of exercises). The category of meaning is based on the real needs of students, their interests, due to the real or possible context of the activity.

It is rational to carry out the communicative orientation on the oral form of communication, taking into account the ability of students to easier perception sounding speech and reproduction of what has been heard. It helps to focus the student's attention on the linguistic side of the target language, pushing teaching graphics at a later date - this arouses interest in the subject and high motivation is created.

In addition, there are principles determined by the specifics of a foreign language. In their classification, general and particular principles are distinguished. General principles include:

- 1) communicative (speech) orientation of training,
- 2) taking into account the peculiarities of the native language,
- 3) the dominant role of exercises at all levels and in all areas of mastering a foreign language.

Private principles include:

- 1) teaching foreign languages based on speech models (samples);
- 2) combination of language training with speech practice;
- 3) the interaction of all types of speech activity;
- 4) oral lead in teaching reading and writing;
- 5) approximation of educational activity, allowing for some decrease in the quality of foreign language speech, if this does not violate the process of understanding information;
- 6) the intensity of the initial stage of training, which provides for a greater number of training exercises in comparison with the middle and senior stages of training.

Taking into account the practical goal of teaching a foreign language - to teach it as a means of communication, the leading methodological principle should be called the principle of communicative orientation. This means that teaching should be structured in such a way as to involve students in oral (listening, speaking) and written (reading, writing) communication, i.e. communication in the target language throughout the course. This principle is reflected in one way or another in all modern works on methodology, textbooks and teaching aids on foreign languages.

The principle of communicative orientation determines the content of training, what communication skills need to be formed so that the student can communicate in oral and written forms, for example, say hello, give advice, consult with someone. At the same time, scientists convincingly prove the need for parallel and interconnected mastery of the language system and the speech system for the performance of communicative tasks.

The principle of communicative orientation determines the selection and organization of educational material: topics, areas of communication, communication situations that are possible in given conditions. The topic regulates and minimizes the speech behavior of the interlocutors. It provides them with interaction in terms of content (what you can learn to talk, read, write about), otherwise it is impossible to minimize the volume of language material and at the same time maintain the communicative nature of training and its focus on achieving practically significant goals. The sphere of communication makes it possible to establish where, when, between whom communication can take place, what social and communicative roles a person enters into. The principle of communicative orientation determines the means of teaching, with the help of which it is possible to ensure the mastery of the communicative function of the target language on the basis of authentic sound and printed material necessary for communication that stimulates it. The implementation of this principle requires the observance of conditions conducive to communication. Reliance on him should take place throughout the entire educational process: when presenting language material, so that students can see its communicative function, i.e. knew that it was possible with the help of a given language unit to communicate, what to learn, what to express; when training in the assimilation of the material and when it is applied in solving communication problems.

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