



PRINCIPLES AND METHODS OF TEACHING FOREIGN LANGUAGES

Saidova Valida

3rd Year Student of the Faculty of Philology
of the Uzbekistan State University of World Languages
saidovavolida88@gmail.com

Abstract

Traditionally, methods of teaching foreign languages distinguish between didactic and methodological principles. Principles are usually understood as fundamental methodological provisions that define the process of education and upbringing. Didactics defines the concept of the learning principle as follows: "learning Principles are the main normative provisions that should be followed in order for learning to be effective".

Keywords: material and cultural data, language material, activity of the student.

Let's turn to the principle of accessibility. For most academic subjects, the use of this principle means "going from easy to difficult", in other words, the presentation of educational material should be carried out as the difficulties increase. In this case, this principle is used in teaching foreign languages in a converted form. In the literal sense, it only works when selecting texts that should be available to students in terms of language material and cultural data. Regarding the presentation of language material, direct use of this principle is not advisable. Let's explain this with an example. As already mentioned in the previous Chapter, the greatest difficulties for students are caused by the use of the article in Western European languages, since there is no such phenomenon. At the same time, we must introduce students to this language phenomenon, despite its difficulties, from the very beginning of training, because this requires the development of communication skills. In relation to language material, this principle requires, for example, explaining a new grammar on the basis of already studied vocabulary and, conversely, mastering a new vocabulary on the basis of studied grammatical phenomena, etc. Summarizing the above, it can be argued that the personality-oriented principle of teaching in relation to such an educational subject as a foreign language includes the following points:

- natural consistency of training;
- students' autonomy, which allows them to implement their subjective position in teaching;
- differentiated and individual approaches, which makes it possible to create your own learning trajectory;
- activity-based nature of training, its communicative and cognitive orientation;
- socio-cultural orientation, including students in the dialogue of cultures.

No less significant for the restructuring of the entire education system is the principle of activity-based learning. Applied to all academic disciplines, it means strengthening the external and internal activity of the student. It can be considered as a new interpretation of the principle of activity. In relation to a foreign language, this principle means an increase in the proportion of students' speech activity,



including the use of group and collective forms of learning. Further, the exercises aimed at mastering receptive or productive language material should, if possible, be of a creative nature that simulates real communication. The development of internal activity should play no less a role. This means that work on a text, for example, should be associated with the solution of mental problems, exercises with language material should be combined with the solution of conditionally communicative tasks, etc. All this will contribute to the internal activity of students.

The first such principle is the principle of communication, or communicative orientation. We will immediately note that this principle is shared by the majority of Uzbek Methodists. This principle means that the orientation of the entire educational process is connected with the goal of forming communication skills in the language being studied. From these positions, the final and intermediate goals are determined, the selection of language material necessary for communication is made, and the process of language acquisition and control of learning results is built. However, this understanding, which is accepted in many manuals, is not enough. Language acquisition is inextricably linked to the acquisition of the culture of the country of the language being studied.

The fact that the understanding of the process of communication is not only with the possession of language material, but also with mutual knowledge of the interlocutors the main part of the content of the speech, i.e. its substantive content, including knowledge of culture of countries that we represent interlocutors, the so-called background knowledge. The lack of background knowledge in the process of communication can and does cause misunderstandings. Therefore, the communicative orientation of the language learning process also means familiarizing with the culture of the country of the language being studied.

As an example of the first case, we can cite the principle: teaching reading in a foreign language should be based on the experience of students in reading in their native language, which exactly corresponds to the General methodological principle of taking into account the native language. As a second example, we can give the principle of speech activity-a reflection of the General didactic principle of activity. From our point of view, such particular principles are possible in two cases: if they reflect the fundamental regularity of the formation of skills of this type of speech activity, or a fundamental clarification of the General methodological principle. In General, it can be stated that further research is still needed in this direction. As for the principles of teaching certain sections of language material, the analysis of them shows a certain contrivance.

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