



## Specific Methodological Principles of Teaching A Foreign Language

Ivliyeva Galina Gafurovna

Senior Teacher  
Department of "Natural-Scientific and Humanitarian sciences" of the Correspondence faculty, Tashkent institute of Finance

### ABSTRACT

The article discusses the methodological principles in more detail that describe and concretize 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 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.

### Keywords:

Methodological principles, introduction of the principle, types of speech activity, direct method, natural method, structure of languages.

The principle of the oral basis and the principle of oral lead are rooted in the direct method. In 1880 F. Guen wrote that oral speech should precede written speech. This position was taken up by the American indiscretions and became one of the basic ones in their methodology. The essence of this principle is that oral speech appeared before writing, and a person learns his native language first orally, written speech is only 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 write. Based on this principle, for a long time (from six months to two years) they teach speech 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 principle of the 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 participate in assimilation, the stronger it is;

practice has shown that after oral introductory courses, the transition to reading and writing is difficult.

Methodists, who were guided by the well-known position of I.P. Pavlova on the leading role of the speech-motor analyzer, the principle of oral advance was put forward. It seemed to be very fruitful, but its interpretation, however, is 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 how it happens. But 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 proceeding with the text; 2) using the text as visual reinforcement and as a "content base" for further work; 3) a lot of work orally after the text.

*The principle of complexity* presupposes the joint assimilation of all four types of speech activity. However, the mere joint, parallel existence of types of speech activity is not yet complex. 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 students' native language from the learning process. Others put forward the principle of reliance on the native language, and still others - the principle of taking into account the native language of the trainees. The principle of reliance on the native language assumes that in the classroom, the student constantly needs to compare the forms of the two languages, analyze their similarities and differences in order to understand the structure of languages in detail. However, this is aimed at theoretical comprehension, but not at practical mastery. The principle of taking into account the native language is aimed at the practical mastery of a foreign language. This is served by such an organization of speech material, which helps to prevent interference from the native language; the implementation of the principle is facilitated by the appropriate organization of the process of mastering 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 classrooms where students speaking different languages are gathered, it is more difficult for a teacher to take into account the peculiarities of the native language of all students.

*The principle of synthetic assimilation.* E.I. Passov includes several principles here [10]. First, the actual principle of synthetic assimilation of material, put forward by G. Palmer. According to the author, synthetics will make one avoid analysis and translation. Abundant listening to the material, preceded by G. Palmer to the entire process of assimilation, really put the student in front of the need to

intuitively grasp the whole without analyzing it. Secondly, it is the principle of the global perception of structures, put forward in the audiovisual method, which goes back to Palmer's synthetics. It is also assumed that the student only listens to whole structures, without analyzing them, without translating, imitates and reproduces. Thirdly, the principle of vocabulary assimilation in a phrase, proposed by straight-lineists and revived in recent years, also belongs to this group.

*The principle of programming communication activities in exercises* was put forward by A.P. Starkov. "Any rational training system," writes A.P. Starkov, is the programming of the corresponding activity" [11]. A.P. Starkov includes in it the selection of language material for the exercises, the selection of the exercises themselves in accordance with the stage of training, the observance of one difficulty, the modeling of reality with the use of visualization.

*The principle of unity and heterogeneity of goals and learning paths.* In 1967, an article by P.B. Gurvich, in which an attempt was made for the first time to formulate purely methodological principles in full. This is how P.B. Gurvich: "If the goal is the use of words in sentences (in speech), then this does not exclude, but on the contrary, presupposes a certain work with an isolated word; if the goal is the assimilation of linguistic material to the level of receptive proficiency, the path to this goal can lie through reproductive and productive exercises ..." [8].

*The principles of complementarity* were proposed by P.B. Gurvich. There are four of them: voluntary and involuntary; deliberate and automated actions; learned and creative; directed and free action.

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

- principles of the first rank (general didactic) that underlie 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 (particular

methodological), which underlie teaching a particular type of speech activity;

- principles of the fourth rank - those that are significant for a narrower field of study (for the use of TCO, for teaching the grammatical side of speech, etc.) [10].

In the methodology of teaching foreign languages, the method is considered to be the way to achieve the set goal, however, it is used to denote paths of different scale. The method is called the fundamental direction in teaching foreign languages, characterized by certain goals, content and principles of teaching (grammar-translation method, direct method, etc.). Therefore, with the grammar-translation method, teaching 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 tool in mastering a foreign language, and above all reading. When teaching by the direct method, the main goal was the development of practical skills to use a foreign language: to understand it, speak it, as well as read and write. The word method denotes a path-system of teaching within a direction, reflecting the concept of the author (authors) who proposed it (François Guin's method, Palmer's method within a direct method-direction). The word method indicates the pathway of the ordered interrelated activity of the teacher and students within any system, to the technological operation that ensures the interaction of the teaching and the trained parties and is included as a component in the teaching technology directly related to the problem of how to teach, based on the fact that the organization and implementation of the pedagogical process occurs:

- through teaching methods, implemented in methodological techniques; using a variety of learning tools; when using various organizational forms of students' work;

- taking into account the age of students, the level of their preparation in a foreign language and general development, the degree of training, educational material and the time allotted for its study.

The modern education system 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 rich experience accumulated by the international community in the field of methods of teaching foreign languages and the fierce resistance of those who do not want and are afraid of change. Back in 1879. G.P. Nedler wrote, "It is unlikely that anyone would dispute that a significant number of teachers of foreign languages do not meet the requirements that we have the right to set people involved in teaching and upbringing [9]. A.I. Aleshin, who studied the history of gymnasiums in Russia, stated that after the reform of 1864. "The increased position of new languages has created an increased demand for their teachers. It was difficult to find good ones right away, and therefore it is natural that there were many among them who had to be tolerated only because there was no one to replace them "[9]. We find a similar statement in L.V. Shcherba, who pointed out that all members of the section of foreign languages were concerned about "where to get teachers of new languages; what exists is squalor" [9]. The above statements by different authors, made in different years, show that many teachers, if not most, were at a low level. As a result, the students knew foreign languages very poorly. A.A. Mirolyubov notes the following reasons for such a disastrous situation with the study of foreign languages in secondary and higher educational institutions:

- the level of very many teachers was extremely low;

- the methods used were imperfect, and an approach that would correspond to the peculiarities of the language school had not yet been developed;

- special attention, at the request of the Ministry of Education, was paid to teaching the language; the teaching conditions (huge class size, availability of 2-3 hours per week in individual classes, etc.) did not contribute to the success of teaching [9].

### Bibliography

1. Azimbayeva R.Y. Effective methods of working with video materials. Web of scientist: International scientific

- research journal. Vol. 2 No. 04 (2021): WOS. 454p.
2. Azimbayeva R., Murodova N. Teaching monological and dialogical forms of speech in foreign language at high schools. PJAEE, 18 (4) (2021), 3009p.
  3. Bakirova H.B. Formation of lexical skills in learning foreign language terminology in a non-language university/ Emergent: journal of educational discoveries and lifelong learning (EJEDL) ISSN 2776-0995 Vol. 2, Issue 5, 2021, Indonesia.
  4. Bakirova H.B. (2021) "Development of lexical competence based on content - based approach in ESP teaching, "Mental Enlightenment Scientific-Methodological Journal: Vol. 2021: Iss. 5, Article 19. Available at: <https://uzjournals.edu.uz/tziuj/vol2021/iss5/19>
  5. Bakirova H.B. Formation of terminological competence in ESP education. Novateur publications. Journal NX- A Multidisciplinary Peer Reviewed Journal, ISSN No: 2581 – 4230 VOLUME 6, ISSUE 11, India.-2020. P 63.
  6. Bakirova H.B. Teaching foreign language terminology at non-language universities. International journal of discourse on innovation. Integration and education. Volume: 01 Issue: 01. 2020 <http://summusjournals.uz/index.php/ijdiie>
  7. Bakirova H.B. Terminological competence of the specialist in training vocabulary of specialty/ Web of scientist: International scientific research journal. ISSN 2776-0979 Vol. 2, Issue 5, 2021, Indonesia.
  8. Bakirova H. Typology of methodological and linguistic difficulties in the formation of lexical competence. ACTA NUUZ. 1/5/1 2021. 44p. <http://science.nuu.uz/uzmu.php>
  9. Gurvich P.B., Kudryashov Y.A. Lexical skills that determine speaking in a foreign language // General method of teaching foreign languages. Reader. - M., 1991.
  10. Mirolyubov A.A., History of Russian methods of teaching foreign languages. - M.: Stupeni, 2002. - P.11.
  11. Passov E.I. Program-concept of communicative foreign language education. The concept of the development of individuality in the dialogue of cultures. 5-11 grades. M., 2000.
  12. Starkov A.P. Teaching English in high school. M., 1978.