



Some Principles of Teaching Foreign Languages

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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. Consequently, the school is designed to provide a certain level of foreign language proficiency, which could allow to continue its study during the period of university and postgraduate education, as well as independently. The success of training largely depends on the methodology of the teacher of a foreign language, on his ability to use various modern methods.

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Introduction

The methodology of teaching foreign languages is a system of knowledge about the regularities of the process of teaching a non-native language and about ways to influence this process in order to optimize it. The methodology of teaching a foreign language (FL) reveals and substantiates the patterns of teaching a foreign language. Historically, two functionally different techniques have developed: general and private methods. The general methodology, as a rule, is devoted to the study of the patterns and features of the process of teaching a foreign language, regardless of what foreign language is in question. So, the principles of selecting educational material, the ratio of oral and written speech at various stages of the lesson .

However, knowledge of the general patterns of teaching a foreign language is insufficient when the teacher is faced with the specific features of a particular foreign language. Thus, the ways of mastering Continuous verb forms are specific only for the

English language, cumbersome patterns of composition, declension of nouns and adjectives are typical for the German language, and the methods of forming numerals, the use of diacritics, the reduction of the article, the presence of the partitive article are typical for French.

Significant differences are observed in phonetics: triphthongs and diphthongs are specific for English, and nasal vowels are specific for French. As experience and practice show, the teacher needs to develop and implement such techniques, methods and forms of teaching that contributed to the rapid mastery of the relevant specific phenomena in a particular foreign language by students. Thus, a private technique explores the teaching of those linguistic and speech phenomena that are specific to a particular foreign language being studied.

General and private methods are interconnected. The general methodology is enriched on the basis of the experience of particular methods. In turn, the laws of the

general methodology are reflected in the particular. The subject of the methodology of teaching foreign languages is the knowledge accumulated about the object, a numerous theory that models the learning process; these are the laws of the learning process of FL. The main concepts that make up the foundation of the methodology include: process, goals, content, principles, methods, techniques, means and organizational forms of training. The basic categories of the methodology are considered to be: Method as a system of purposeful actions of the teacher, on the one hand, and learning actions of students, on the other. Reception is an elementary methodological act aimed at solving specific problems at a certain stage of the lesson. The method is implemented in the system of receptions. The communicative-oriented teaching method is implemented in the following ways:

Researchers unanimously express the opinion that there is no absolutely correct and effective method for all learning conditions and come to the conclusion that it is necessary to combine different approaches, principles and elements of different methods, taking into account the specifics of learning, since what is effective in one conditions can have a completely opposite result in other learning conditions. A principle is a guiding idea.

It is customary to distinguish the following general didactic, general methodological, particular methodological principles. K.V. Minyar-Beloruhev in his research identifies the following principles of learning: the principle of a differentiated approach, the principle of managing the learning process, the principle of isolating specific guidelines, the principle of an integrated approach to motivation in teaching a foreign language. The goal of learning is what we strive for in the process of teaching a foreign language, this is an ideally planned result. First, the goal of training is set, only then the methodology is developed. The purpose of learning is closely related to the conditions of learning, since without them it is impossible to achieve it. Learning conditions are the circumstances under which learning

takes place. The means of learning are the tools of the educational process, with the help of which the set goals are achieved more successfully and in a short time. Teaching aids include: textbook, workbook, tape recorder, cards. All of the above categories serve the learning system – a general model of the educational process that corresponds to a certain methodological concept. The training system is a complete set of components corresponding to a certain methodological concept; it determines the goals, content, principles, methods, techniques, ways, means, forms of organization of training and, in turn, is determined by them. The system of teaching a foreign language is based on the provisions on the universal connection and interdependence of the phenomena of reality, on the integrity of the continuously developing world and the systemic reflection of our knowledge about it. The integrity of the system is ensured by the diverse links between its elements and their interaction during the functioning of the system. With regard to teaching foreign languages, it is advisable to consider the concept of a system at two levels: at the level of the most significant phenomena and processes that determine the initial provisions of the methodology of teaching foreign languages; at the level of the pedagogical process, that is, the activities of the teacher and students, mediated by the educational complex, which determines the final result - a certain degree of learning. The methodology of teaching foreign languages is connected with a number of other sciences - basic and related. The basic sciences include philosophy, pedagogy, psychology, psycholinguistics, linguistics, communication theory, etc.

Data from related sciences are used by the methodology as a means of ensuring the effectiveness and reliability of their research. The connection with linguistics is important and necessary for the methodology. The subject of training is the training of speech activity on the material of the language. Linguistics, on the other hand, describes the main system properties of a particular language, formulates them in rules that are actively used by the methodology in the

development of specific training models. The technique is closely related to psychology

It is undeniable that the general psychological features of formation and skills in activity are used, the methodology clarifies them on the material of its own subject and enriches the general psychological need for the use of special categories, such as speech skill, speech skill. Therefore, the connection of methodology with psychology should be understood not as an elementary use of the methodology of psychological theory, but as a bilateral dialectical relationship, the production of a mutually refined, supplemented and strengthened theory of sodium inflammation. Important for the methodology are connections with psycholinguistics, which has developed at the intersection of psychology and linguistics and studies the mechanisms of speech generation (expression of thoughts) and speech recognition (speech understanding). Knowledge of the mechanisms for the implementation of speech activity is of particular importance for the correct construction of the educational process, because language learning is the training of speech activity. The contribution of psycholinguistics to the methodology of teaching a foreign language is reduced to the following provisions: language teaching involves the development of speech activity; since in teaching foreign languages its communicative function is of particular importance, therefore, the situational nature of speech is taken into account and the existence of relevant situations; exercises should be a task, the solution of which develops the skills of students, while at the same time activating their mental activity; In order for speech activity to be of interest to students, motivation is necessary. A special place belongs to didactics, which, together with the methodology, have a common object of study - the educational process. The difference lies in the fact that didactics studies this process as a whole, and methodology - in relation to a particular academic subject. The nature of the connection between these sciences can be defined as the relation of a general theory to a particular form of its implementation on the

material of a particular subject. This connection is manifested in the commonality of the main categories that make up the conceptual apparatus of both sciences, and can also be traced in their basic teaching principles. The research methods are the same. This does not mean, however, that in relation to didactics, methodology is only an applied discipline, it is an independent pedagogical science. Moreover, the methodology of teaching foreign languages opens up opportunities for expanding the base of didactics, the theoretical provisions of which are developed mainly on the basis of a study of teaching the basics of sciences, i.e. the focus is on the cognitive activity of students. The methodology of teaching foreign languages studies the patterns of communicative-cognitive activity of students. The methodology solves not only the problems of teaching, but also the problems of education by means of a foreign language, which is not included in the range of problems studied by didactics. The methodology of teaching foreign languages is not limited to the connection with the specified basic sciences, but uses the knowledge and methods of other, so-called related sciences. The general contours of the learning process can be represented in terms of cybernetics - a science whose subject is the control processes occurring in complex dynamic systems. Cybernetic analysis of pedagogical phenomena contributes to a clear identification of interrelated links and conditions of the pedagogical process, allows you to introduce elements of programmed learning into teaching foreign languages. Programmed methods solve the problem of optimizing the management of the educational process.

Motivation in learning a foreign language is an internal driving force that makes a person spend time and effort on learning a foreign language. Foreign languages are becoming one of the main factors of both socio-economic and general cultural progress of society. Learning motivation can be divided into positive and negative. Motivation can also be divided into extrinsic and intrinsic. External motivation is not directly related to the content of the subject, but is due to external circumstances

(being an excellent student in all subjects, the student tries to have “excellent” in a foreign language - an external positive motive; a student learns a foreign language because of fear of strict parents or a teacher - an external negative motive). External motivation exists in two varieties: broad social motivation and narrow personal. The external motivation of the “learning process is associated with a rather acute sense of civic duty to the country, to dear, close people, is associated with ideas . Narrow external motivation determines the attitude to mastering a foreign language as a way of self-affirmation, and sometimes as a way to personal well-being. Intrinsic motivation is not associated with external circumstances, but directly with the subject itself. It is also often referred to as process motivation. Varieties of internal motivation: motivation associated with the long-term development of the individual; communicative motivation; motivation generated by the learning activity itself.

Conclusion

The use of methods of mathematical statistics, mathematical linguistics, information theory allows us to solve the issues of rationalizing the process of teaching foreign languages. Reliance on basic and related sciences is the most important condition for raising the scientific level of methodology. One of the important tasks of the theoretical methodology is the scientific synthesis of basic and related sciences in their dialectical unity and their use in a transformed form, taking into account the goals, stages, and conditions of training. Approach is the general starting position, starting from which the researcher considers most of his other provisions. The question of the relationship between method and approach remains debatable. Domestic methodologists and most foreign researchers believe that the approach to learning plays a fundamental role and is the dominant idea on which the new method is built. Method and approach are interconnected and interdependent, they are characterized by constant interaction.