

GENERAL DIDACTIC PRINCIPLES OF FOREIGN LANGUAGE TEACHING IN HIGHER EDUCATION

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ABSTRACT

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.

INTRODUCTION

General didactic principles of English science reflect the provisions that are used in teaching any subject. The main ones can be called: the principle of consciousness, activity, systematicity, visibility, strength, accessibility and others.

Consciousness principle. There are many interpretations of this principle. Here are the main ones.

1) Consciousness consists in a conscious comparison of the native and foreign languages for a deeper penetration into their structure [9,18].

2) Consciousness is the comprehension of theory and the ability to apply it in practice.

3) Consciousness is understanding the content of speech. "Information about the structure of the language should be generalized on the basis of linguistic material that has been previously mastered in practice."

4) Consciousness - not only understanding the content of speech, but also awareness in the process of mastering those units of which it consists, and the ways of using them [6].

5) Consciousness is about understanding why you need to learn [8].

MATERIALS AND METHODS

Supporters of intensive teaching of foreign languages give this principle the following definition: "... it is considered as a broader principle, suggesting an optimal combination (different stages of learning), conscious and unconscious in training. This combination presupposes a rational dosage of the operations and actions being practiced, as understood by the teacher; conscious participation of the student in communication; not always and not entirely conscious participation of the student in the development and assimilation of the language system. This last provision does not exclude students' awareness and analysis with the help of a teacher of means of language communication from the learning process at certain stages of it [7].

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 cognition process. Activity arises under certain conditions, and according to the theory of attitude, the student must feel the need to study this subject and have the necessary prerequisites for satisfying 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.

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, can stimulate activity in the right direction.

It is important to develop students' initiative in verbal behavior. This can be achieved provided that the student from the learning object becomes a subject. To master a foreign language, you need practice in its application, and for this you need to rationally use the time allotted for learning a foreign language.

One of the ways to solve the problem of increasing the active time of a student in the lesson is to use 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.

Visibility is understood as a specially organized display of language material and its use in speech, in order to help students understand this material. When interpreting this principle for the methodology, a curious mistake occurred: the 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 visibility presupposes the perception of the phenomenon being studied, then when implementing this principle by a teacher of a foreign language, it should not only be about demonstrating the objects themselves and their images.

E.I. Passov believes that linguistic visualization should be implemented in the following ways:

- 1) constant speech activity of students in a foreign language;
- 2) the teacher's speech 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 cartoons;
- 5) mugs;
- 6) audio recordings for independent work;
- 7) library for additional reading according to interests;
- 8) evenings and other events in foreign languages.

Taken together, all these tools will create just that foreign language environment that will provide linguistic visibility. Such clarity certainly does not exclude illustrative clarity. But the point is that linguistic clarity should be in the foreground. Subject pictures and their series, objects and actions with them, models, filmstrips can be used as auxiliary means.

RESULTS AND DISCUSSION

The principle of developmental learning. One of the key problems of didactics, which is of great methodological significance, is the problem of learning and development, when the process of mastering knowledge and methods of activity should serve as a means of all-round development of the individual. It is known that learning creates a zone of proximal development, i.e. arouses a child's interest in life, awakens and sets in motion a number of internal developmental processes. Thus, properly organized education of the child contributes to the child's mental development, gives rise to such developmental processes that, outside of learning,

would generally become impossible. However, it should be emphasized that 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 captured by a single, previously given a priori speculative formula.

Principles of Accessibility and Affordability. The application of these principles requires that learning is carried out at the level of the capabilities of children, 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 lesson. This principle finds its concrete expression in the strict selection of linguistic and speech material and its presentation in structures, speech units correlated with communication situations that are close and understandable to children, the construction of the educational process of the language, based on real possibilities, which is expressed in the volume of the proposed material and the level of assimilation. Ability is manifested in the pace of advancement of the study of the material.

The principle of strength is expressed in the fact that the words entered into the memory of students, the structures must be preserved in it so that students can extract the necessary units from it whenever the need arises. The strength of assimilation is ensured by: a bright presentation of the material when familiarizing with it to students, when they have living images, associations; training in reproducing the material, immediately after familiarization and in subsequent lessons, with the inclusion of various analyzers; independent creative use, 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 the passed, which creates favorable conditions for the retention of material in memory.

CONCLUSION

To sum up, the above methods and techniques of teaching a foreign language are gaining more and more supporters, especially among university teachers. Obviously, their use is completely justified when teaching students of a technical university, since it allows students to master professional and communicative competencies, the ability to independently organize their educational activities, actively and creatively participate in the discussion and analysis of the material being studied, and also actively apply the acquired knowledge and skills to practice. In

addition, the described methods and technologies make it possible to effectively use the available very limited educational time intended for learning a foreign language, transferring the bulk of the students' work on completing assignments to independent and extracurricular educational activities.

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