



THE IMPORTANCE OF PRINCIPLES IN TEACHING ENGLISH TO DIFFERENT AGE GROUPS

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ABOUT ARTICLE

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Abstract: The thesis describes effective methods of teaching foreign languages to students in the educational process, and at the same time, the role of different teaching principles for different groups and participants in this process, as well as the problems students face in communication and speech practice and corresponding solutions for them are explained in detail.

INTRODUCTION

The principles of education are the main guidelines that define the content of the educational process and determine its organizational forms and methods in accordance with its goals and laws. Teaching principles are at the forefront of developing a set of principles that guide this process. Now, the term principle is derived from the Latin word, which means the beginning or the end of everything. The early Greeks used the term principles not only to express their origin, but also to express their basic laws and to derive their final laws. Sometimes even for pre-existing sources or reasons. For example, the visible universe is called principles, as well as its properties or that which determines their nature.

Educational principles describe the ways in which laws and regulations can be used for their intended purposes. Teaching principles, but their origin is the result of theoretical generalization of pedagogical practice. They are objective in nature and come from practical experience. Therefore, principles are guidelines that regulate the activities of people in the educational process. They cover all aspects of the learning process. At the same time, the principles are subjective, because they are reflected in the mind of the teacher in different ways, in different degrees of completeness and accuracy. Misunderstanding or ignorance of the principles of education, failure to comply with their requirements does not invalidate their existence, but makes the educational process unscientific, ineffective, contradictory.

Compliance with the principles of teaching in the educational process is the most important condition for the effectiveness of the educational process, an indicator of the teacher's pedagogical culture. Particular aspects of the application of a certain principle of learning reveal didactic rules. Rules are

derived from learning principles. Teaching rules are clear instructions for the teacher on how to act in a typical pedagogical situation of the educational process.

Some didactic theorists and practicing teachers are against the distribution of teaching rules and strict adherence to them, because they believe that it hinders the creative initiative of the teacher. The main focus should be on learning the theory of learning, acquiring the skills of creative application of it in practice. However, it is illegal to categorically reject the rules of study.

However, it is illegal to categorically reject the rules of study. Practical learning experiences are often embedded in the rules. Therefore, it is necessary to follow the rules, but to approach them creatively. The history of the development of school and pedagogy shows how the principles of education change under the influence of the changing demands of life, that is, the principles of teaching have a historical character. Some principles disappear, others appear. It is such educational principles that the didactics sensitively covers the changes in the educational requirements of the society and responds to them in time, that is, it correctly shows the way to achieve the educational goal. shows the need to build a system. In classical didactics, the following seven didactic principles are universally recognized: scientific, visual, existing, conscious and active, systematic and coherent, power, the connection between theory and practice. Consider their features and rules that ensure the implementation of these principles. The principle of scientific education assumes that the content of education corresponds to the level of modern science and technology development, the experience accumulated by the world civilization.

This principle requires the assimilation of real knowledge established by science (objective scientific facts, concepts, theories, doctrines, laws, laws, recent discoveries in various fields of human knowledge) and at the same time teaching methods. requires an offer those that are close in nature to the methods of the studied sciences are used. The scientific principle is based on a number of laws: the world can be known, an objectively correct picture of the world's development is provided by knowledge confirmed by practice; science plays an increasingly important role in human life; the scientific nature of education is provided primarily by the content of education. To implement the requirements of the scientific principle, the following rules must be observed:

- use the logic and language of the studied science;
- the presentation of basic concepts and theories should be as close as possible to the level of modern understanding of these issues by science;
- use of exact science methods;
- study objects in development, reveal the dialectic of social and natural phenomena and form a dialectical way of thinking;
- to ensure their correct perception based on highlighting the important aspects of the studied objects;
- use of scientific methods of knowledge of natural and social phenomena in education.

The principle of availability requires that the content, volume and methods of studying the subject should correspond to the level of intellectual, moral, and aesthetic development of students, as well as the ability to master the proposed material.

If the content of the studied material is too complex, students' motivational attitude to learning decreases, voluntary actions quickly weaken, work capacity decreases sharply, excessive fatigue appears. At the same time, the principle of availability does not mean that the teaching content should be simplified, very elementary. Research and practice show that with simplified content, interest in learning decreases, the necessary voluntary actions are not formed, and the desired development of

educational efficiency does not occur. During the learning process, its developmental function is poorly implemented. In this regard, the principle of learning at a high level of difficulty was put forward as one of the principles of developmental education. But at the same time, it is very important to use it skillfully in practice, so that the training, while remaining comfortable, requires certain actions and leads to personal development. For this, the content of the tasks given to students should not only correspond to the students' real learning capabilities, but should be in the zone of their immediate development, that is, require them to think, think, and be at a level that they can actually do. In order to implement the principle of availability in practice, a number of rules must be followed:

- in learning to go from easy to difficult, from known to unknown, from simple to complex, from close to far;
- explanation in simple, understandable language;
- taking into account the differences in the speed of perception, work speed, dominant activity, interests, life experience, development characteristics of different students;
- use of analogy, comparison, contrast and other methods;
- the introduction of each new concept should not only be logically derived from the given knowledge task, but should be prepared by the previous training course;

In didactics, it is believed that all the principles of teaching are related to each other and penetrate into each other, so they can be expressed as a system consisting of substantive, organizational and methodological principles.

The content principles of education reflect the laws related to the selection of educational content. These include citizenship, science, educational education, fundamentalism and practical orientation (the connection of education with life, theory with practice). Organizational and methodological principles arise from the fact that it is impossible to arbitrarily choose the organization and methodology of teaching, as well as the formation of educational content. They are regulated by the action of social, psychological and pedagogical laws. This group includes the principles of continuity:

- consistency and systematicity;
- nity of group and individual education;
- appropriateness of training to the age and individual characteristics of the audience;
- consciousness and creative activity;
- accessibility with sufficient difficulty;
- appearance; productivity and reliability.

CONCLUSION

In the learning process, the principles are interconnected. One or another principle cannot be overestimated or underestimated, because the ego leads to a decrease in the effectiveness of learning to effectively solve modern school problems.

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