



METHODOLOGICAL PRINCIPLES OF MODERN METHODOLOGY OF FOREIGN LANGUAGE TEACHING

Abduvalieva Dilnoza Ismoilovna

Tashkent University Of Applied Sciences Teacher Of The "History And Philology" Department, Uzbekistan

ABOUT ARTICLE

Key words: educational system, foreign languages, methodology, methodical approach, scientific activity, pedagogical principle.

Abstract: This scientific article discusses the methodological principles of modern teaching methods in the process of teaching foreign languages. Also, the types of foreign language teaching activities and methodological principles are covered.

Received: 16.11.2023

Accepted: 21.11.2023

Published: 26.11.2023

INTRODUCTION

In the process of developing the methodology of teaching foreign languages, the lack of ideas necessary for the formation of a new methodological direction and the crises of "overproduction" replaced each other. For example, the transition to communicative education was carried out in the context of a clear lack of effective and indeed new ideas. The crisis led to an active methodological and methodological search, which helped to develop modern methodological concepts of foreign language teaching: communicative, active, etc. In order to understand what modern methods of teaching English are based on, it is necessary to consider in detail the methodological principles underlying these methods.

The structure of the communicative method includes cognitive, developmental and teaching aspects aimed at educating the student. Taking into account this and the content of the concept of "communicativeness", as well as the versatility of the teaching system, we can formulate the following methodological principles of communicative methodology: The principle of mastering all aspects of foreign language culture through communication. Foreign language culture here means everything that the process of acquiring a foreign language can bring to students in educational, cognitive, developmental and educational aspects. The communicative method was the first to put forward the position that communication should be taught only through communication. In this case, communication can be used as a channel for education, knowledge and development.

Communication is an activity embodied in material and spiritual culture, a social process in which exchange of experience takes place. In communication, emotional and rational interaction of people and influence on each other is carried out. It is communication that is the most important condition of proper education. Thus, communication performs the functions of learning, knowing and developing and educating in the methodology of communicative education. The process of teaching communication

in a foreign language is a model of the process of the real communication process according to the main parameters: motivation, purposefulness, informativeness of the communication process, novelty, situationality, functionality, nature of interaction. communication and speech system. With this, learning conditions corresponding to real conditions are created, which ensures the successful acquisition of skills and their use in real communication.

The complex nature of foreign language culture is manifested in the unity and interdependence of its educational, cognitive, educational and developmental aspects. Each of these aspects is equivalent in a practical sense. But the true mastery of one is possible only when the other is properly mastered. In this regard, any type of work, any exercise in the educational process embodies all four aspects of foreign language culture and is evaluated based on the presence of these aspects. This principle applies not only to relations between parties, but also to relations between parties. Thus, for example, it is assumed that all four types of speech activity (reading, speaking, listening and writing) are interconnected and interconnected in the educational process.

The need for interconnected learning is justified by the learning model, according to which the more successful the acquisition, the more analyzers are involved. Interconnection exists not only in the educational process, but also in individual exercises specially developed within this methodology. The volume of regional, linguistic and linguistic knowledge about reality cannot be fully mastered within the school course, therefore, it is necessary to build a model of the content of the object of knowledge, that is, to choose it according to its purpose. the amount of demonstrated knowledge sufficient to represent educational and course content, cultural countries and language systems. At the same time, the cognitive needs of individual students in relation to their personal interests and others should also be taken into account. Certain areas of the educational system and its final tasks require the creation of a model of the content of development for methodological purposes, that is, a certain minimum necessary to solve the problems facing the subject.

The principle of controlling the educational process based on its quantization and programming.

Any educational system includes quantification of all components of the educational process (goals, tools, material, etc.). Without quantization, goals are wrong, material is indigestible, conditions are suboptimal, and tools are inadequate. In other words, systematic training and, therefore, its control and efficiency will not be possible. This principle means that the communicative educational system is built in the opposite way: first, the final product (goal) is determined, then the tasks that can lead to this result are determined. This happens throughout the course, every year, in lessons and in one lesson, and applies to all aspects. This approach provides a systematic approach to teaching with all its inherent qualities: integrity, hierarchy, purposefulness.

Systematic training is built taking into account the laws of mastering every aspect of it by students. Organizationally, all classes are built on the basis of the rules of cyclicity and concentricity. Cyclicity is manifested in the acquisition of a certain amount of material within a cycle of lessons, each of which includes a certain number of lessons. Any cycle is built on the basis of the stages of development of one or another skill and ability for each type of speech activity. Cyclicity is supported by a concentric approach, which applies both to the material of the speech and to the issues under discussion. Consistency is shown when the proposed system includes not only the foreign language teacher and the student, but also his parents and teachers of other subjects. Interdisciplinary communication is used as an additional motivational tool for students who are not interested in a foreign language. The systematic organization of the educational process also implies the stages of language acquisition, that is, it includes different levels of the educational process:

- 1) level of education (primary, junior, middle, senior);
- 2) the level of training periods determined within the stages;
- 3) the level of stages (the stage of formation of lexical and grammatical skills, the stage of professional development, the stage of formation of skills);
- 4) the level of learning stages determined within stages and sub-stages (imitation, substitution, modification, multiplication, combination stages).

Each level has its own characteristics, which are determined by the psychological and pedagogical characteristics of students. The principle of situation-based teaching of foreign languages as a relational system. Communicative education is understood as a system of relationships (unlike other methodical schools) based on situations. The situation exists as a dynamic system of social status, role-playing, activity and moral relations between the subjects of communication. It is a universal form of the activity of the educational process, and it serves as a basic condition for the organization of speech tools, the method of their presentation, the method of stimulating speech activity, the formation of skills and the development of speech skills. a prerequisite for learning communication strategies and tactics. Communicative technique involves the use of all these functions of the situation.

A learning situation as a unit of learning models the situation as a unit of communication. Thus, the situation acts not only in the role of the so-called speech situation, but also in a wider status - the situation of educational activity.

In the communicative method, the student is perceived as a person.

Each student as a person has certain general and partial abilities. Communicative education is aimed at determining their initial level and their further development. For this purpose, special tools are used to determine abilities - special tests, for development - exercises and supports. Taking into account and developing abilities constitutes individual individualization. Human development depends on many factors, the leader of which should be considered as a joint activity of students in teaching communication. It is planned to develop personal characteristics necessary for effective cooperation in the organization of joint student activities. Joint activities are organized in such a way that students realize that the success of the common work depends on each of them. The combination of communication with other activities allows learning to be brought closer to real communication, which is not only done for communication, but also serves other activities that are carried out simultaneously with it.

A system of tools (notes and special exercises) is provided for the formation of the necessary skills and competencies in students for more effective mastery of all aspects of a foreign language, and for the formation of learning ability. subjective individualization. The third leading component of the principle of individualization is what is called personal individualization. It includes taking into account and using parameters specific to the individual: personal experience, context of activity, interests and inclinations, feelings and emotions, worldview, status in the community. All this makes it possible to arouse real communicative and situational motivation in students. To prove this, it is enough to consider two facts:

- 1) communication in this way is a means of saving the life of society and
- 2) independent learning, taking into account the concept, there is a model of the communication process.

The system of communicative methodology provides for a number of measures to maintain learning motivation. The principle of development of speech and thinking activity and students' independence in mastering a foreign language. This is because all tasks at all levels of education are verbal thinking tasks of varying degrees of difficulty and complexity. This method encourages students to think based

on their intellectual needs. Speech thinking tasks are designed for the development of thinking mechanisms: the mechanism of orientation in the situation, the evaluation of feedback signals and decision-making, the mechanism of determining the goal, the mechanism of selection, the mechanism of combination and design.

It should be noted that the more independent the student is, the more effective the acquisition will be. Therefore, in this technique, much attention is paid to the development of independent thinking, especially in the process of discussing problems. And finally, autonomy related to control. Communicative learning uses a strategy that plans to transform control into self-control through mutual control. For this, both hidden control and the conscious acquisition by students of knowledge about control objects and criteria and their application are used.

The principle of functionality in foreign language teaching.

This principle implies that every student should understand not only the practical knowledge of the language, but also the cognitive and developmental aspects of using the acquired knowledge. This principle, as well as the functions of the types of speech activity, are mastered as a means of communication, that is, the functions performed by a person in the process of communication are recognized and mastered: reading, writing, speaking, listening. According to the principle of functionality, the object of acquisition is not the means of speech per se, but the functions performed by the given language. On the functional basis, a model of speech tools to be learned in a foreign language course is created: certain speech tools of different levels are selected to express each of the speech functions. Depending on the purpose of expressing each function, a maximum and a minimum number of means of expression can be proposed. Of course, non-verbal means of expression are also connected here.

Communicative education is built in such a way that all its content and organization are permeated with innovation. Novelty determines the use of texts and exercises that contain new things for students, rejection of repeated reading of the same text and exercises with the same task, variability of texts with different content, but built on the same material. Thus, the novelty ensures the abandonment of arbitrary memorization, develops speech production, heuristics and the productivity of students' speech skills, arouses interest in educational activities.

The principle of availability is manifested, first of all, in the construction of a training course based on the project methodology, at this stage the issues and problems that are important for the student are considered based on his knowledge. provided by personal experience, that is, due to the appropriate processing of the educational material. The principle of activity in the project methodology is based not only on external activity (active speech activity), but also on internal activity that manifests itself in working on projects, developing students' creative potential, and based on previously learned material. The principle of operation plays one of the leading roles in the design methodology.

The principle of communication ensures communication not only with the teacher, but also within groups, during the preparation of projects, as well as with teachers of other groups, if any. The methodology of the project is based on high communication skills, includes students' expression of their thoughts and feelings, active participation in real activities, and personal responsibility for academic success. The principle of appearance is used primarily in the presentation of material in the form of projects prepared by course characters, i.e. both auditory and contextual visualization are used.

The principle of systematicity is relevant for this methodology not only because all materials are divided into topics and subtopics, but also because the methodology is based on the cyclical organization of the educational process: each of the presented cycles is designed for a certain number of lessons. hour A

separate cycle is considered as a completely independent study period aimed at solving a specific problem in achieving the general goal of mastering the English language.

The principle of independence also plays a very important role in the design methodology. To prove this, we need to consider the essence of the concept of "project". A project is a work planned and carried out independently by trainees, in which oral communication is woven into the intellectual and emotional context of other activities. The novelty of this approach is that students are given the opportunity to design the content of communication themselves from the first lesson. Each project is related to a certain topic and is developed within a certain period of time. Work on the project is combined with the creation of a solid language base. Since work on projects is carried out independently or in a group with other students, we can talk about the principle of independence as one of the main principles.

The principles of design methodology are closely related and very important. This method teaches students to think creatively, to plan their actions independently, perhaps the options for solving the tasks in front of them, and the principles based on it make it possible to get education suitable for any age group. The principle of collective interaction is the leading method of activation, the most popular in intensive techniques. It is this principle that connects the goals of education and upbringing, describes the means, methods and conditions of the educational process. The educational process based on this principle is characterized by students' active communication with others, expanding their knowledge, improving their skills and abilities, the development of acceptable mutual relations between them, and the formation of collective relations that serve as conditions and tools. . To improve learning efficiency, the success of each student largely depends on others. Such a system of relations formed in the educational community, which reveals and renews the best aspects of the individual, contributes greatly to the learning and improvement of the individual. This is related to the emerging positive psychological climate and has a great impact on the final result. Group training helps to create additional social and psychological incentives for learning in the individual. In addition, the activation of communication between the participants of the educational process helps to accelerate the exchange of information, the transfer and acquisition of knowledge, and the rapid formation of skills and abilities. From the above, we can conclude that the main means of mastering the subject is communication with partners in the group.

The principle of person-centered communication is no less important. It is based on the effect, nature, method of communication in the implementation of educational and educational goals. In communication, everyone is both an influencer and an influencer. A particularly important place is occupied by people's knowledge of each other, which is a necessary condition for communication between people. Communication is the main feature of collective activity and the activity of an individual in a group. It is also inseparable from the process of cognition. In the context of intensive education, personal role-playing communication in English is not a part of the educational process or a methodological stage of the lesson plan, but the basis for building a learning and cognitive process.

The principle of role-based organization of the educational process is closely related to the previous two. Roles and masks in the group contribute greatly to the management of communication in the classroom. Educational communication in intensive education implies the presence of constantly active communication subjects (all students), who are not limited to simply perceiving and reacting to the message, but also seek to express their own reaction to it, that is, "I I am a mask" always shows a personal characteristic. Role-playing is one of the effective means of creating a motive for students' communication in a foreign language. The principle of concentration in the organization of educational

material and the educational process is not only a qualitative, but also a quantitative characteristic of the intensive method. Concentration is manifested in different aspects: concentration of teaching hours, concentration of educational material. All this leads to high saturation and density of communication, different forms of work. This forces teachers to work in constant search for new forms of presenting the material. encourages.

The principle of multi-functionality of exercises reflects the uniqueness of the system of exercises in the intensive training methodology. Language skills formed in non-speech settings are weak. Therefore, the most effective approach to teaching a foreign language is the approach that involves the acquisition of language material and speech activities simultaneously and in parallel. The multi-functionality of the exercises allows this approach to be implemented. In the system of intensive methodology, teaching the use of each given grammatical form is carried out by a sequence of exercises, in which the same communicative intention is carried out in changing situations. At the same time, any exercise for students is monofunctional, for the teacher it is always multifunctional. In this method, multi-functionality is strictly required.

CONCLUSION

In conclusion, it should be noted that all the considered principles are related to each other, interdependent and complementary. Therefore, adherence to the attached system implies compliance with all the above principles and their comprehensive application. Now let's move on to the methodological principles that are the basis of another modern method of teaching English. Thus, the main methodological principles of conceptual importance for the project methodology are: The principle of consciousness, which provides support to students according to the system of grammatical rules, the work on which is built in the form of work with tables, which is its own in turn is a sign of the following principle students' communicative learning motivation.

All five considered principles of intensive foreign language teaching ensure a clear relationship between subject and learning activities, thereby helping to effectively achieve learning goals.

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