

METHODOLOGY OF TEACHING FOREIGN LANGUAGES

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Abstract: This article talks about the methodology of teaching a foreign language and its principles.

Key words: principle, pedagogy, verbalization, competence, pedagogy, active-passive language methods, psychological principles.

Regarding the concepts of "method" and "principle," Pedagogy is a science in which these terms are widely used as a general theory of teaching. Didacts (educators) interpret the term "method" in the sense of the method of work of the teacher and the student in order to acquire knowledge, qualifications, and skills; to form a worldview in students; and to create knowledge opportunities. Experts know that this educational concept has countless definitions. General methods of education designed for subjects that teach the basics of science have been developed. Taking into account the characteristics of the subject, foreign language teaching methods were created in the methodology. The term "principle" also represents specific concepts in the sciences that research education (pedagogy and special methodology). Prof. According to Y. I. Passov, "principle is the foundation of the so-called teaching process." Information is given in the theory of knowledge that there are no principles in nature, only laws. The word "principle" is used in the sense of "a basic guideline, law." A series of different principles are described in educational science. The Methodists of foreign language teaching effectively use the research of educationalists, but they do not recognize their existence without change, indifferently, that is, they apply it taking into account the subject of study. Several dozen principles have been put forward by different authors in the methodology of foreign language teaching. The application of methodology in teaching foreign languages has been around for a long time, and principles are relatively new methodological terms. because earlier it was thought that the principles were a purely didactic concept. Pedagogical principles are used in the language methodology, but the goals, content, and conditions of teaching are directly considered. Didactic principles are used in all educational subjects. The principles first discovered by the great Czech pedagogue Jan Amos Comenius in the 17th century remain relevant to this day. In foreign language teaching methodology, the term "method" mainly means three things: first, a whole direction in the history of methodology (tajjima method, correct method, comparative method, mixed method); second, the training system included in the above direction (for example, the method of Francois Guen, the method of Harold Palmer, the method of Michael West, etc.); third, the method of

interconnected activities of the teacher and the student (acquaintance, practice, and application methods). In the history of foreign language teaching, the first and second are usually called "historical" methods, and the third is called "methods in the process of foreign language teaching." In methodology, historical methods consist of certain principles; a set of principles creates a specific method. Process methods appear through teaching methods; therefore, teaching methods and teaching principles are discussed separately. The conditions for learning the mother tongue have been accepted unchanged in this method. Audiolingual and audiovisual methods are two of the modern forms of the correct method. According to the founders of the audio-lingual method (the famous American Methodists Charles Carpenter Freeze and Robert Lado), a foreign language is studied for practical and educational purposes. An important place is given to the selection and teaching of foreign language sentences (speech samples) from language materials. The order of learning the types of speech activity is as follows: listening comprehension—*• speaking—>reading—writing. Oral speech is taught as a means of communication in a foreign language, and written speech is taught based on oral speech material. Teachers know several positive properties of the audiolingual method from school experience. For example, the use of speech samples at the level of the language teaching unit, the promotion of oral speech, the teaching of reading and writing in oral speech material was adopted with appropriate changes in grades V-VII. The fact that some laws of the audio-lingual method do not correspond to our conditions is taken into account in school textbooks. Distinguishing between active and passive language material, they are indifferent to their acquisition, which is also a wrong methodological direction. Particular attention was paid to the selection of lexical material according to the methodological instructions of representatives of the audiovisual method (P. Guberina, P. Rivan), which differs from the audio-lingual method in a number of aspects. (Remember: in the audiolingual method, speech samples are given importance.) 1500 words were chosen for free thinking on life topics. A great place is given to various technical means in the educational process. In addition to the generality of both methods (inclusion of the correct method), there are also differences. E.g. speaking, writing, and finally reading are taught in the audiovisual method. Reading is taught after writing. Some aspects of this method are creatively used in our schools. In the first year of secondary school, in foreign language teaching, writing is taught before reading, later reading is taught before writing, and in upper grades, reading is taught before all types of speaking activities. Reproductive (H. Palmer) and receptive (M. West) foreign language teaching methods of correct methodology also left a significant mark in the history of methodology. Chapter VII provides special information about them. Mixed method It is evident that this method has absorbed the scientific and practical aspects of two major methodological directions. Mixed methods emerged in the late 19th and early 20th centuries as a

combination of translation and direct methods. Information about the mixed method can be found in the scientific works of its representatives, such as Danish psychologist K. Flagstad, German linguist E. Otto, German Methodist F. Aronstein, German linguist G. Paul. He observes that he is doing the exercise correctly. Controls speech activity when using language material. E.g. in order to understand the content of the text read aloud, students must master the lexical units in it. If the student has forgotten the material, the teacher organizes repetition of that lexical material. It was noted above that the tasks can be performed by the students through familiarization, practice and application methods. Each method has its own characteristics. Acquaintance is the first step in learning the educational material. When starting to learn a language unit, the student learns its form (hearing the sound side clearly in oral speech or being able to read a graphic symbol from a written text), its meaning (thinking about an object, event, action) and use (combination with other units, in which case they are used). Form, meaning and usage are the three aspects studied in each lexical or grammatical unit. Acquaintance with them means the beginning of mastering the educational unit. One of the main conditions for this unit to be stored in memory is its perception using the senses of hearing and sight. At this time, the language unit goes through the training phase. Through practice, the learned language phenomena are strengthened, and a dynamic stereotype is formed about them. This dynamic stereotype is activated in the speech process as an operation. Application of language material for the purpose of practical communication is the third stage. During the application period, information exchange (that is, skill building) exercises are carried out. Students' familiarization, practice and application tasks are called teaching methods in methodology language. Comparison with the mother tongue was a basic concept in this principle. In this regard, the principle of "relying on the mother tongue" was founded. The meaning of "reliance" was understood as "tajjima". Too many rules about a foreign language were so rooted that all language material, from letters and sounds to text, was subordinated to the demonstration of theoretical knowledge. Knowing the rule was on the same level as the general educational goal, that is, they sought to gain a deep understanding of the foreign language system.

In conclusion, it can be said that the non-methodical (from today's point of view, of course) law of studying not the foreign language, but the abstract about it, prevailed. Psychological principles of foreign language teaching. The description of the principles of education and science was considered above. Since language learning is a mental activity, it has psychological foundations. Mental activity is scientifically investigated in psychology. In this regard, there is a need to research the psychological principles of foreign language teaching. Two psychological principles of foreign language teaching have been developed in scientific sources. Psychological principles are called "verbalization" and "correlation". From the psychological principles of foreign

language teaching, the meaning of verbalization includes the following: a foreign language is learned in practice only through oral speech, that is, only when oral speech is the goal of education is it possible to master a foreign language. It opens. Thus, the principle of verbalization in language requires the teaching of oral speech. The second psychological principle is correlation. The term correlation principle can be understood as follows: a certain limit of foreign language material (vocabulary, grammar, and pronunciation) is determined, and a set of language units intended for the formation of speech skills is formed. Speech topics serve as a methodological criterion for choosing vocabulary. Abstracts about language phenomena serve the formation of speech skills, they are not memorized, etc. The problem of not learning the rules of a foreign language has been proven in psychology.

List of used literature:

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