



PRINCIPLES OF TEACHING FOREIGN LANGUAGES IN LEARNING PROCESS

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Anstract: The article is devoted to one of the most important components of learning process-learning principles. Learning principles is a set of rules that allows to make an educational process more efficient. The article covers some traditional and modern classificatins of principles. The analysis of modern principles of teaching foreign languages has been done here. A number of social contradictions relevant to the modern educational process are mentioned (for example, the increasing amount of disgestible information and a limited number of hours allocated for acquisition). The article is addressed to students, methodologists, teachers of foreign languages, specialists in the field of linguistics, and anyone interested in problems of teaching foreign languages.

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Annotatsiya: Maqola o'quv jarayonining eng muhim tarkibiy qismlaridan biri-o'rganish tamoyillariga bag'ishlangan. Ta'lim tamoyillari bu-ta'lim jarayonini samaraliroq qilish imkonini beradigan qoidalar to'plami. Maqolada prinsiplarning ba'zi an'anaviy va zamonaviy tasniflari yoritilgan. Bu yerda xorijiy tillarni o'qitishning zamonaviy tamoyillari tahlil qilingan. Zamonaviy ta'lim jarayoniga tegishli bir qator ijtimoiy qarama-qarshiliklar qayd etilgan (masalan, hazm bo'ladigan ma'lumotlarning ortib borayotgan miqdori va olish uchun ajratilgan soatlarning cheklangan soni) Maqola talabalar, metodistlar, chet tillari o'qituvchilari, tilshunoslik sohasi mutaxassislari hamda chet tillarini o'rgatish muammolari bilan qiziqqan har bir kishi uchun mo'ljallangan.

Key words: Learning principles, general didactic principles, methodological principles, methodology, social contradictions, regularity, system.

Kalit so'zlar: Organiish tamoyillari, umumiy didaktik tamoyillar, metodik tamoyillar, metodologiya, tizim.

Principles of teaching a foreign language (as well as any other subject) are one of the fundamental categories of the learning process, as the main components of which are tasks, content, methods of stimulation, organization forms and results of training.[1]

The principles follow from the law of the learning process, under which Pedagogy understands objectively existing and recurring stable connections, relationships and dependencies between the elements of the educational process (goals, content, quality, methods, functions, motives, etc.)

Patterns of learning show how the learning process changes when changing one or another component of the training system. So exist natural connections of the learning process with the needs of the societies and the needs of the students (individual requests), with the individual characteristics of students, as well as with the learning conditions.

There are natural connections between the processes included in the training teaching and learning, as well as between goals and methods, process and result between the content and teaching methods, etc.[1]

In didactics, patterns and principles of learning are considered as categories of things that exist (pattern) and should (principle), that is, patterns are first deduced, and then principles are formulated on their basis.

For the correct choice of teaching principles, it is necessary to establish their patterns, the objective identification of which can be facilitated by a metamethodological approach that offers the expansion and updating of educational fields by other sciences (modern philosophy, cultural studies, philosophical anthropology, sociology, etc) based on direct practice, builds a system of principles and approaches to the design of an integral educational space, focused on the current state of society [2]

These patterns act as fundamental requirements to the practical organization of the educational process. These requirements are called principles of learning.

Another new principle, in contrast to the traditional ones, is the principle of the activity basis learning, which is expressed in the external and internal activity of students with the prevalence of group independence and collective forms of education.[3]

In the methodology of teaching foreign languages, there is a detailed taxonomy of particular principles, as evidenced by the following their list is far from complete: the principle of verbal anticipation, the principle of parallel learning for all types of speech activity, the principle of communicative orientation, the principle of relying on the native language, the principle of functional-situational approach, etc.

Conclusion

In conclusion, The resulting methodological antinomy-the exclusion of the native language from learning process and the reliance on the native language-underlines two radically opposite directions in the methodology, known as direct and grammar-translation methods.

So the study of the essence of the principles of learning and the reasons for their appearance indicates that their nature is limited by the specifics of the learning process and therefore it is variable.

In general, it can be stated that further research is still needed in this direction. As for the principles of teaching certain sections of language material, the analysis of them shows a certain contrivance.

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