

THE FUNDAMENTALS OF TEACHING ENGLISH AS A SECOND LANGUAGE

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Annotation: *This article discusses communicative competence, an integrated approach principle, a principle of conscious approach, a principle of activity, a principle of visualization, a principle of systematic teaching, a principle of accessibility, a principle of automaticity, a principle of meaningful learning, a principle of anticipation of reward, a principle of intrinsic motivation, a principle of strategic investment, a principle of language ego, a principle of self-confidence, and a principle of risk-taking.*

Key words: *Communicative competence; principle; conscious approach; risk-taking; automaticity; meaningful learning; anticipation of reward; intrinsic motivation; language ego; self-confidence; language culture connection;*

ОСНОВЫ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО КАК ВТОРОГО ЯЗЫКА

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Аннотация: *В данной статье рассматриваются коммуникативная компетентность, принцип комплексного подхода, принцип осознанного подхода, принцип деятельности, принцип наглядности, принцип системности обучения, принцип доступности, принцип автоматизма, принцип осмысленного обучения, принцип ожидания вознаграждения, принцип внутренней мотивации,*

принцип стратегического инвестирования, принцип языкового эго, принцип уверенности в себе и принцип принятия риска.

Ключевые слова: *Коммуникативная компетентность; принцип; осознанный подход; принятие риска; автоматизм; осмысленное обучение; ожидание награды; внутренняя мотивация; языковое эго; самоуверенность; связь языковой культуры;*

Communicative Competence - The purpose of English instruction in schools is to prepare students to utilize the language for communication. The Principle of Communicative Competence is a key methodological tenet. It means that throughout the entire process of learning English, students should engage in both oral and written communication. The greatest way to achieve communication goals is to pay close attention to language use, not simply usage, fluency, not just accuracy, and real language and circumstances, not just parallel structures. There are clear applications of this principle in the classroom. Every technique used by teachers is done with the goal of maintaining its authenticity. Use words and phrases that children will see in the real world.

Keep in mind that your students won't be in your classroom tomorrow. Make sure you're training them to utilize English "out there" and to study it independently.

The Principle of an Integrated Approach - Students learn words, grammar structures, and lexical items via context-specific sentence patterns and pattern-dialogues rather than as discrete language components. Students should make advantage of their abilities as interrelated components of their language learning.

The principle of conscious approach - Students are aware of both the format and the subject matter of the lessons they will be taking. Additionally, students are aware of how they should approach the various exercises and tasks. Such a method of learning a language typically differs from "mechanical" learning through repetitive repetition.

The principle of activity - According to this tenet, a learner can only grasp English if they actively engage in the learning process. Psychology has taught us that specific circumstances are necessary for activity to occur. First and foremost, the

student must feel a need to study the material – in this case, a foreign language. Motivation, desire, and interest are the fundamental drivers of activity.

The principle of visualization - A particularly prepared demonstration of linguistic material from the target language is what is meant by visualization. Visualization should be used heavily in foreign language instruction since students learn a foreign language under artificial circumstances rather than in actual life, as is the case when children learn their mother tongue. The term "visualization" refers to the wide use of audio-visual materials and aids throughout the entire process of teaching a foreign language.

The principle of systematic teaching - Every task that cannot be completed solely mechanically calls for a methodical approach to execution. English instruction needs to be methodical and meticulously organized. This means that each lesson must follow a carefully planned program or blueprint, and the entire course must do the same.

The principle of accessibility - According to this theory, the instruction's subject matter must be appropriate for the students' age and cognitive skills, neither too difficult nor too easy for them (the content should be just above their level), and neither too much or too little.

Automaticity - We'll now examine a group of guidelines known as "cognitive" guidelines because they primarily deal with mental and intellectual processes. It is impossible to argue against the evidence that shows how well kids learn other languages, especially if they grow up in the nation where the language is spoken. We believe that children's success is due to their propensity to pick up language unconsciously, that is, without considering the many linguistic forms. Without even realizing it, they pick up the language. Automatic processing is another name for this childish thought process. Because of this, students must transition from processing language piece by piece and unit by unit to an automatic processing in which language forms must be on the perimeter of attention.

The transition from language to automaticity is hampered by an excessive focus on the language's structures and rules. How should you interpret this principle as a teacher? Here are a few options:

- Automaticity isn't acquired overnight, so make sure a significant amount of your teachings are concentrated on the use of language for causes that are as genuine as a classroom situation would let.
- Teachers must be patient with their students as they are gradually guided toward fluency.

Meaningful Learning - Greater long-term retention will result from meaningful learning than from mechanical memorization.

In the past, rote learning took up a significant portion of the instructional period. To teach the students language forms, drill after drill was administered to the class. We now understand that drilling is a good candidate for rote learning. The following are examples of rote learning traps that educators should steer clear of:

- ✓ overly extensive grammar explanation; an excessive number of abstract ideas and theories;
- ✓ excessive drilling and memorization;
- ✓ unclear purposes for activities; activities that don't help students achieve the lesson's objectives;
- ✓ and overly mechanical or difficult teaching methods.

The Anticipation of reward - According to this principle, human beings are universally driven to act or behave by the anticipation of some sort of reward that will ensue as a result of the behavior. Really, there is virtually nothing that we do that is not inspired and driven by a sense of purpose or goal. The anticipation of reward is the most powerful factor in directing one's behavior. Some classroom implications of this principle for teachers are as follows:

- ❖ Provide verbal praise and encouragement to students as a form of short-term reward.
- ❖ Encourage students to reward each other with compliments and supportive action.

- ❖ Display enthusiasm and excitement by yourself in the classroom because if you are dull, lifeless, bored and have low energy, you can be almost sure that your pupils will be the same.
- ❖ Try to get students to see the long-term reward in learning English by pointing out the prestige in being able to speak English.

The intrinsic motivation principle - Simply stated, this principle is that the most powerful rewards are those that are intrinsically motivated within the learner. Teachers can perform a great service to learners and to the learning process by considering what the intrinsic motives of their students are and by carefully designing classroom tasks. The students will perform the task because it is interesting, useful, or challenging, and not because they anticipate some rewards from the teacher.

Strategic Investment - In the past the language teaching profession largely concerned itself with the “delivery” of language to the student. Teaching methods, textbooks, or grammar rules were considered as the primary factors in successful teaching. Nowadays, teachers are focusing more intently on the role of the learner in the process. The “methods” that the learner uses are as important as the teacher’s methods – or more so. Thus, this principle is – the successful mastery of the foreign language will be due to a learner’s own personal “investment” of time, effort, and attention to the language.

Language ego principle - This principle is one of the four “affective” principles. The word “affective” means moving or touching the feelings. Simply stated this principle says that as human beings learn to use a foreign language, they also develop a new mode of thinking, feeling and acting – a second identity. The new “language ego” intertwined with the second language can easily create within the learner a sense of fragility and defensiveness.

A classroom implication of this principle suggests teachers must display supportive attitudes to their students. They must consider learners’ language ego states because that will help them to determine who to call on, when to correct a student’s speech error, how much to explain something, and how “tough” they can be with a student.

Self-Confidence - This principle might also be called “I can do it!” principle or the self-esteem principle. In the heart of any learning is the condition that a person believes in his or her own ability to accomplish the task. The eventual success that learners attain in a task is partially a factor of their belief that they indeed are fully capable of accomplishing the task. Some classroom applications of this principle indicate teachers must give ample verbal and non-verbal assurances to students, sequence techniques from easier to more difficult, and sustain self-confidence where it already exists and build it where it doesn't.

The principle of risk-taking - This principle strikes at the heart of educational philosophy. As a rule, teachers do not encourage risk-taking. Instead they encourage correctness and right answers. Most educational researches show the opposite to be more conducive of long-term retention and intrinsic motivation.

This principle means successful language learners must be willing to become “gamblers” in the game of language, to attempt to produce and interpret language that is a bit beyond their absolute certainty.

How can your classrooms reflect the Principle of risk-taking?

- ❖ Teachers can create an atmosphere in the classroom that encourages students to try out language, to venture a response.
- ❖ They can provide reasonable challenges in their techniques by making them neither too easy nor too hard.
- ❖ They can acknowledge students' risky attempts with positive affirmation.

In summary, name and describe sixteen principles of teaching foreign languages. Explain what the different principles imply. Explain some possibilities of the principle of automaticity. Explain how your classroom can reflect the principle of risk-taking. Sum up each principle. The development of compensatory competence will allow students in the field of speaking - to simplify the phrase through the use of known words, speech patterns; change or amend your speech; use facial expressions, gestures, colloquial formulas, repetitions, synonymous expressions of the same thought, introductory words, paraphrase, description, synonyms / antonyms,

equivalent replacements for additions, clarifications, clarifications of thoughts, rhetorical questions.

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