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METHODOLOGICAL PRINCIPLES OF MODERN METHODS OF TEACHING

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Abstract: During the development of foreign language teaching methods, successive crises of the deficit and “overproduction” of ideas it was necessary for the formation of a new methodological direction. For example, the transition to communicative teaching carried out in apparent lack of meaningful and truly new ideas. The crisis has brought to life an active methodological and methodical search, which contributed to the development of modern teaching concepts of language teaching.

Key words: methodological principles, communication, foreign language, knowledge, lesson, teaching methodology.

In order to understand what the basis of modern methods of teaching English is, it is necessary to consider in detail methodological principles which underlie these techniques.

The structure of the communicative method includes cognitive, developmental and educational aspects, which are aimed at raising student. Given this and the concept of “communicative”, as well as the complexity of learning systems, we can formulate the following methodological principles of communicative methodology.

The principle of mastering all aspects of foreign language culture through communication. The communicative method was first put forward the proposition that communication should be taught only through communication. In this case, communication can be used as a channel for education, learning and development.

Communication is a social process in which the exchange activity, experience, embodied in the material and spiritual culture. In the communication by the emotional and rational human interaction and influence each other. This communication is essential to proper education.

Thus, communication serves as teaching, learning and development and education in communicative teaching methodology.

The process of learning foreign language communication is a model of the real process of dialogue on key parameters: motivation, focus, information communication process, innovation, situational features, character interaction and communicating system of speech means. This is what creates the learning environment, adequate real that ensures the successful mastery of skills and their use in real communication.

An interconnected aspects of learning a foreign language culture.

The complex nature of foreign language culture manifests itself in the unity and the relationship of its educational, cognitive, educational and developmental aspects. Each of these aspects, in a practical sense, is equal. But the true mastery of one is possible only when adequate mastery of others.

In this regard, any type of work, any exercise in the learning process, integrates all four aspects of foreign language culture and evaluated depending on the availability of these data points.

This principle applies not only between of aspect, but also inside of aspect relationship. For example, the expected relationship and interdependence of all four types of speech activity (reading, speaking, listening and writing) within the educational process.

The need for an interconnected learning unsubstantiated regularity of training, according to which the acquisition is more successful than more analyzers involved in it. The interdependence is present not only in the learning process, but also in individual exercises specifically developed under this methodology.

The principle of modeling aspects of the content of foreign language culture.

Volume-cultural, linguistic and lingua country-study knowledge of reality cannot be completely metabolized in the school course, so you must build a model of content object of cognition that is selected according to learning objectives and content course the volume of this knowledge, which will be sufficient to represent the culture of the country and the language system. It is also necessary to consider cognitive needs of individual students related to their individual interests, etc. Specific scope of training and its ultimate objectives require a methodology to create a model of content development, i.e. a certain minimum, which is required to meet the challenges facing the subject.

The systems principle in the organization of foreign language teaching.

This principle means that the communicative learning system is constructed by the reverse: first scheduled final product (target), then determined the tasks that can lead to this result. This takes place within the course, each year, the cycle of lessons and one lesson and applies to all aspects. This approach provides a systematic training, with all its qualities: integrity, hierarchy, unity of purpose.

Each student as an individual has certain abilities, both general and partial nature. Communicative learning is aimed at identifying their original level and further their development.

In the system of communicative approach provides a package of measures to maintain motivation in teaching.

Principle of thinking activity and independence of students in learning foreign language.

It lies in the fact that all tasks at all levels of education are problems of different levels thinking problem and complexity.

This technique relies on the intellectual needs of students, and this induces student to mental activity.

Thinking tasks designed to develop the mechanisms of thinking: the mechanism of orientation in the situation, assess feedback signals and decision-making mechanism for determining the objectives, selection mechanism, the mechanism of combining and design.

It is important to note that the more autonomy a student takes, the more effective will assimilate. Therefore, this method pays great attention to the development of independent thinking, in particular, in discussing the problems.

And, finally, autonomy, related to the control. In the communicative teaching used such a strategy, which plans to control the transformation of a mutual control of self-control. In order to do this as a hidden control, and conscious possession of the students' knowledge of objects and control criteria and their application are used.

The principle of functionality in foreign language teaching. This principle assumes that every student should understand that it can give not only practical language skills, but also to use the knowledge gained in cognitive and emerging dimension.

This principle is also what is going on mastering functions of speech activities as a means of communication that is understood and assimilated the functions that are performed in the process of human communication: reading, writing, speaking, and listening.

According to the principle of functionality, the object of learning is not verbal means alone, and the functions performed in a language.

On the basis of creating a functional model of speech means that should be studied in foreign language courses: are selected certain speech means different levels of expression for each of the speech functions. Depending on the purpose for the expression each function can be offered and the maximum and minimum number of means of expression. Of course, here is connected and non-verbal means of expression.

The principle of novelty in the teaching of foreign languages. Communicative learning is constructed in such a way that all of its content and organization permeated novelty.

Novelty prescribes the use of texts and exercises that contain something new for the students, the rejection of the multiple readings of the same text and exercises with the same assignment, variety of texts of different content, but built on the same material. Thus, the novelty provides a non-arbitrary learning, develops speaking, and productive speech abilities of students is of interest to educational activities.

In conclusion, it is important to note that all the above principles are interrelated, interdependent and mutually reinforcing. Therefore, adherence to the attached system requires compliance with all the above principles and how they are combined.

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