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THE PRINCIPLES OF ORGANIZING THE INTERACTION OF STUDENTS IN A FOREIGN LANGUAGE LESSON

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Abstract: Interaction is an important aspect in communication, it forms the basis for communication. But not all communication researchers agree with this point of view. Some authors simply identify communication and interaction, interpreting both as communication in the narrow sense of the word (that is, as an exchange of information), others prefer to talk about the connected, but still independent existence of communication as communication and interaction as interaction.

Key words: **principle, communication,** educational process, foreign language, students, lexical and grammatical design.

General methodological principles include the principle of communication, the principle of differentiation and integration, the principle of taking into account the native language, and the principle of authenticity. Let's consider them in more detail.

1. Taking into account the goals of teaching a foreign language at school, the principle of communication should be called the leading methodological principle. According to EI Passov's definition: "communicativeness lies in the semblance of the learning process to the communication process". This principle is reflected in all modern textbooks and teaching aids on foreign languages; it practically defines all the components of the educational process in foreign language.

If we consider the implementation of the principle of communicativeness in interaction, then we can say that the incentive for organizing the interaction of students is specific communication tasks that should be personally significant, take into account the personal qualities of students, etc.

In activating verbal interaction, the principle of communicativeness acquires special significance, since communication, perception and interaction are three interrelated aspects of communication.

2. The principle of differentiation and integration. It was found that each type of speech activity (speaking, reading, listening, writing) is characterized by its own "set" of actions and even its own lexical and grammatical design. This statement made it possible to formulate the methodological principle of a differentiated approach to teaching aspects of the language. In this case, differentiation is carried out, as it were, at different levels; a clear distinction is made in teaching:

1) oral speech (listening, speaking) and written speech (reading, writing);

2) inside oral speech in teaching speaking and listening; inside speaking - in teaching monologue and dialogical speech; and, finally, in each of the above forms - prepared and unprepared speech.

At the same time, it is known that in recent years one of the leading methodological principles is the parallel development of all types of speech activity.

When teaching a foreign language, the principle of integration should also be implemented, which is manifested primarily in the fact that the assimilation of various aspects of the language, its phonetics, grammar and vocabulary does not occur separately, as some discrete components of the language, but integrated.

The principles of differentiation and integration are one of the leading principles of personality-oriented learning, aimed at developing the cognitive interest and speech-thinking activity of students in the classroom.

1. In the modern methodology, the principle of taking into account the native language in teaching a foreign language is recognized by everyone, if the training is not conducted in a multilingual classroom. The native language should be taken into account in the selection of the teaching content of the educational material, its organization, as well as in the process itself. When teaching foreign language, it is also necessary to take into account the speech

experience of students in their native language, because this aspect is of particular importance in the formation of students' communication and interaction skills in a foreign language lesson.

3. Of course, in the process of organizing speech interaction, the teacher needs to create conditions in which students will interact mainly in the foreign language being studied. However, it is possible that if difficulties arise in the process of discussing a particular communicative situation, students will use their native language instead of a foreign one to solve it. In this case, the teacher should use this type of generalizing task, in which the results of the discussion will be presented in the form of a monologue or dialogical speech in the target language. For example, you can use jigsaw puzzles, debates, talk shows, etc.

4. In recent years, the principle of authenticity has become increasingly important in modern methods of teaching a foreign language.

Translated from English “authentic” means “natural”. There are various approaches to describing all aspects of authenticity. The language used in the lesson is not opposed to the “real” language, and “educational” does not necessarily mean “inauthentic”; it all depends on the teacher's ability to organize the interaction of students and on the ability of students to use educational material in the process of interaction.

As noted earlier, teaching any subject at school, including foreign language, is based on didactic principles that “are designed to determine the strategy and tactics of teaching at each” point “of the educational process, taking into account the specifics of a foreign language”.

1. Since at present the main task of the school is the upbringing of a comprehensively developed, socially active personality, the principle of upbringing education can be considered one of the most important didactic principles. With the implementation of this principle, the independence of students in the educational process develops. The teacher does not teach, but helps students to learn, to learn the world in communication.

In the process of speech interaction, various qualities of the student's personality develop, various kinds of educational influences are carried out: first of all, self-awareness, awareness of oneself as a representative of a certain culture, which is constantly compared with the culture of the country of the target language, develops. At the same time, the student acquires specific skills of the culture of behavior: he learns to listen and understand the interlocutor, to present his point of view with arguments, etc.

2. The principle of conscientiousness in teaching a foreign language, recognized in the Soviet methodology as one of the leading ones, has not lost its significance to this day, since consciousness plays an important role in mastering the subject.

The principle of conscience presupposes the selection of material that is consciously valuable for teaching, ensuring the development of students' cognitive abilities. It provides purposeful perception and comprehension of the studied phenomena, their creative processing in the course of performing speech actions: from conscious mastery of an action to its automated implementation; from the formation of individual components of activity to their unification.

3. In teaching a foreign language, a special role belongs to the principle of activity, since mastering the studied language is possible if “the learning activity of each student is intensified, if everyone is a participant in the educational process, if he is involved in speech activity throughout the course of teaching this subject and it is fulfilled by him with desire and interest. Distinguish between intellectual, emotional and speech activity. Let's consider the latter in more detail.

Speech activity occurs during oral communication and reading and is largely determined by the intellectual and emotional activity that “feed” it. To increase speech activity, it is necessary to intensify the activity of students.

The last two modes of operation are most often used to enhance the interaction of students in a foreign language lesson.

4. The action of the principles of feasibility and accessibility is manifested in the fact that “learning is built at the level of students' capabilities, so that they do

not experience insurmountable difficulties”. Insurmountable difficulties must be removed, and surmountable ones must be left. Only overcoming the difficulty gives the student a sense of satisfaction from the work expended.

The accessibility of FL in teaching is ensured by the material itself, its organization, and the methodology for working with it in the classroom and outside the classroom. Feasibility presupposes the construction of an educational process in language, taking into account the real capabilities of students, which should be reflected both in the volume of the proposed material and in determining the quality of its assimilation. Ability can also be manifested in the pace of advancement in the assimilation of educational material, in the formation of speech skills and abilities.

In the process of organizing interaction, the individual characteristics of students are also taken into account: the formation of the functions of abstract-logical thinking, the ability to imagine, the need for visual support, the need for reproductive activity (according to the model), the presence of socio-psychological communication skills, personal interests and life attitudes. Stimulating speech and thinking activity allows you to manage the process of mastering a foreign language, overcome cognitive difficulties and has a general developmental effect on the student's personality.

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