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Principles of Teaching Foreign Languages

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Abstract: *The article considers about principles of teaching foreign languages. It also analyzes the general didactic principles of teaching a foreign language. The intellectual activity of the child is achieved by posing problem questions that put students in front of the need to think, analyze, compare, generalize, and connect the thinking of children.*

Keywords: *teaching principle, teacher's role, cognitive principles, linguistic principles, language ego, self-confidence, native language effect, learning strength.*

The learning process is very voluminous and multifaceted. It is hard to imagine that all principles can be relevant for the whole process. Under the principles of learning, it is customary to consider the main provisions that determine the nature of the learning process, which are formed on the basis of the chosen direction and approaches corresponding to this direction. Clearly formulated learning principles will help decide how and what learning content to select, what materials and techniques to use. Foreign methodologists note the importance of linguistic, psychological and didactic factors in teaching a foreign language, however, the concept of "learning principle" is not a basic category of foreign methodology and is currently rarely found in publications, probably due to the fact that the term itself suggests the dominant role of the teacher in educational process, which is rejected by modern methodologists. It should be noted that some authors recognize the need to take into account the principles of teaching and learning and highlight the following:

- cognitive principles: the principle of automation of speech units (automaticity); the principle of using the intrinsic motivation principle; the principle of using the personal contribution of the student strategic investment principle - his time, effort, individual abilities, etc. - and a number of other principles;
- emotional-psychological principles (affective principles): the principle of language ego, which means that when mastering a foreign language, a person forms a “second self”, which affects his feelings, emotions, behavior, etc.; the principle of interconnected mastery of the language and culture of the country of the language being studied (language-culture connection). You should also take into account such qualities as self-confidence (self-confidence, self-esteem), the ability to experiment and take risks when using new material in the process of speech imitation in a foreign language (risk-talking);

- linguistic principles: taking into account the influence of the native language on mastering a foreign language (native language effect);

taking into account the peculiarities of mastering the language being studied as an intermediate language system (interlanguage is a constantly changing language system that is located between the native and studied languages and is inherently individual for each student; it improves as the language is mastered, approaching the system of the language being studied);

the principle of communicative competence in the process of teaching a foreign language. Both in domestic and foreign methods, there is no consensus on the classification of the principles of education. In the domestic methodology, many of the concepts described above are considered within the framework of the linguistic or psychological foundations of education and are not considered principles, since the term "principle" is most often applied to the didactic and methodological foundations of education.

The general didactic principles of domestic science reflect the provisions that are used in teaching any subject. The main ones can be called: the principle of consciousness, activity, systematic, visibility, strength, accessibility and others.

The principle of consciousness. There are many interpretations of this principle. Let's take a look at the main ones.

- 1) Consciousness lies in the conscious comparison of native and foreign languages for deeper penetration into their structure.
- 2) Consciousness is the comprehension of theory and the ability to apply it in practice.
- 3) Consciousness is the understanding of the content of speech. "Information about the structure of the language should be generalized on the basis of language material that has been previously learned practically."
- 4) Consciousness - not only understanding the content of speech, but also awareness in the process of mastering those units of which it consists, and ways to use them.
- 5) Consciousness lies in understanding why you need to learn.

Proponents of intensive teaching of foreign languages give this principle the following definition: "... it is considered as a broader principle that implies an optimal combination (different at different stages of learning), conscious and unconscious in learning. This combination presupposes a rational dosage of the operations and actions being worked out, realized by the teacher; conscious participation of the student in communication; not always and not fully conscious participation of the student in the development and assimilation of the language system. This last provision does not exclude from the learning process at certain stages of the students' awareness and analysis with the help of a teacher of the means of language communication.

The principle of activity. In teaching foreign languages, the principle of activity acquires an important role, since mastering the language being studied is possible if each student is an active participant in the process, if he is involved in speech activity. In modern psychology, activity is considered as the main characteristic of the process of cognition. Activity occurs under certain conditions, and according to the theory of set, the student must feel the need to study this subject and have the necessary prerequisites to satisfy this need. In the study of a non-native language, one should distinguish between intellectual, emotional, speech activity, which together can provide favorable conditions for mastering the language.

Emotional activity is called upon to play a special role, which manifests itself in the fact that children are not indifferent to the activities they perform, and if positive emotional experiences provide internal,

external activity, and therefore success, then negative emotional experiences inhibit activity and have a bad effect on success. However, in certain categories of students endowed with strong volitional qualities, negative emotions cause dissatisfaction with unfulfilled tasks and can stimulate activity in the right direction. It is important to develop the initiative of speech behavior in students. This can be achieved if the student from the object of learning becomes the subject. To master a foreign language, practice in its application is necessary, and for this it is necessary to rationally use the time allotted for learning a foreign language.

One of the ways to solve the problem of increasing the student's active time in the classroom is to use different modes of work (work in choir, small groups, in pairs, individually, class work). The principle of visibility follows from the essence of the process of perception, comprehension and generalization of the material by the student. Visualization is understood as a specially organized display of language material and its use in speech, in order to help students understand this material. In interpreting this principle for methodology, a curious mistake occurred: a literal interpretation of the term "visibility" or "looking" at something. Hence the requirement - to use pictures, images of objects, the objects themselves. But when didactics say that the principle of visualization involves the perception of the phenomenon being studied, then in the implementation of this principle by a teacher of a foreign language, we should not talk only about demonstrating the objects themselves and their images. E.I. Passov believes that linguistic visibility should be implemented in the following ways:

- 1) constant speech activity of students in a foreign language;
- 2) the speech of the teacher in the lesson, if it is not limited to the phrases: "Get up", "Read", "Sit down", etc.;
- 3) newspapers and magazines;
- 4) radio and television broadcasts, video films, films and animated films;
- 5) mugs;
- 6) audio recordings for independent work;
- 7) library for additional reading on interests;
- 8) evenings and other events in foreign languages.

Together, all these tools will create just that foreign language environment, which will provide linguistic visibility. Such clarity, of course, does not exclude illustrative clarity. But we are talking about the fact that linguistic visibility should be in the foreground. As auxiliary means, plot pictures and their series, objects and actions with them, layouts, filmstrips can be used. The principle of developmental education.

One of the key problems of didactics, which is of great methodological importance, is the problem of learning and development, when the process of mastering knowledge and methods of activity should serve as a means of comprehensive development of the individual. It is known that training creates a zone of proximal development, i.e. arouses in the child an interest in life, awakens and sets in motion a number of internal developmental processes. Thus, properly organized education of the child contributes to the child's mental development, brings to life such developmental processes that would have become impossible without education in general.

It should, however, be emphasized that developmental processes follow learning processes that create zones of proximal development, and the most complex dynamic dependencies are established between the development process and the learning process, which cannot be covered by a single, pre-given a priori speculative formula.

Principles of accessibility and affordability. The application of these principles requires that education be carried out at the level of children's abilities, so that they do not experience insurmountable difficulties. Accessibility is ensured both by the material itself, its organization, and the method of working with it in the classroom. This principle finds its concrete expression in the strict selection of linguistic and speech material and its presentation in structures, speech units, correlated with communication situations that are close and understandable to children, building the learning process of the language, based on real possibilities, which is expressed in the amount of the intended material and assimilation level.

The feasibility is manifested in the pace of progress in the study of the material. The principle of strength is expressed in the fact that the words and structures entered into the memory of students must be stored in it so that students can extract the necessary units from it whenever the need arises.

The strength of assimilation is ensured by: bright presentation of the material when students get acquainted with it, when they have vivid images, associations; training in the reproduction of the material, immediately after familiarization and at subsequent lessons, with the inclusion of various analyzers; independent creative application, in which this material is used to convey the necessary material, when the student's attention is focused on the content, and not on its form; systemic control of the assimilation of what has been passed, which creates favorable conditions for retaining the material in memory.

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