

METHODOLOGICAL PRINCIPLES OF MODERN METHODS. LEARNING A FOREIGN LANGUAGE

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Abstract: This article talks about methods, methods and principles of teaching foreign languages with modern methods. Examples of how to teach the language clearly and easily to the student, using different methods and so on.

Keywords: teaching methodology; communicative education; communication; principle; style.

In the process of developing the methodology of teaching foreign languages, the lack of ideas necessary for the formation of a new methodological direction and the crises of "overproduction" replaced each other. For example, the transition to communicative education was carried out in the face of a clear lack of effective and indeed new ideas. The crisis led to an active methodological and methodological search, which helped to develop modern methodological concepts of foreign language teaching: communicative, active, etc.

In order to understand what modern methods of teaching English are based on, it is necessary to consider in detail the methodological principles underlying these methods.

The principle of mastering all aspects of foreign language culture through communication. Foreign language culture here refers to everything that the process of acquiring a foreign language can bring to students in educational, cognitive, developmental and educational aspects. The communicative method was the first to put forward the position that communication should be taught only through communication. In this case, communication can be used as a channel for education, knowledge and development.

Communication is a social process, an activity embodied in material and spiritual culture, exchange of experience. In communication, emotional and rational interaction of people and influence on each other is carried out. It is communication that is the most important condition of proper education. Thus, communication performs the functions of learning, knowing and developing and educating in the methodology of communicative education.

The process of teaching communication in a foreign language is a model of the process of the real communication process according to the main parameters: motivation, purposefulness, informativeness of the communication process, novelty, situationality, functionality, nature of interaction. communication and speech system. With this, learning conditions corresponding to real conditions are created, which ensures the successful acquisition of skills and their use in real communication.

The principle of interdependence of educational aspects of foreign language culture. The complexity of foreign language culture is manifested in the unity and interdependence of its educational, cognitive, educational and developmental aspects. Each of these aspects is equivalent in a practical sense. But the

true mastery of one is possible only when the other is properly mastered. In this regard, any type of work, any exercise in the educational process embodies all four aspects of foreign language culture and is evaluated based on the presence of these aspects.

This principle applies not only to relations between parties, but also to relations between parties. Thus, for example, it is assumed that all four types of speech activity (reading, speaking, listening and writing) are interconnected and interconnected in the educational process.

The need for interconnected learning is justified by the learning model, according to which the more successful the acquisition, the more analyzers are involved. Interconnection exists not only in the educational process, but also in individual exercises specially developed within this methodology.

The principle of modeling the content of aspects of foreign language culture. The volume of knowledge about the country-specific, linguistic and linguistic-cultural reality cannot be fully mastered within the framework of the school course, therefore, it is necessary to build a model of the content of the object of knowledge, that is, depending on the choice, the purpose of education and the content of the course, culture amount of demonstrated knowledge sufficient to represent countries and language systems. At the same time, individual learners' personal interests and cognitive needs in relation to others should also be taken into account. For methodological purposes, a certain framework of the educational system and its final tasks require the creation of a model of the content of development, that is, a certain minimum necessary to solve the problems facing the subject.

The principle of controlling the educational process based on its quantization and programming. Any educational system includes quantification of all components of the educational process (goals, tools, material, etc.). Without quantization, goals are wrong, material is indigestible, conditions are suboptimal, and tools are inadequate. In other words, systematic training and, therefore, its control and efficiency will not be possible.

The principle of consistency in the organization of teaching foreign languages. This principle means that the communicative educational system is built in the opposite way: first, the final product (goal) is determined, then the tasks that can lead to this result are determined. This happens throughout the course, every year, in lessons and in one lesson, and applies to all aspects. This approach provides a systematic approach with all the unique qualities of teaching: integrity, hierarchy, purposefulness.

Systematic training is built taking into account the laws of mastering every aspect of it by students. Organizationally, all classes are built on the basis of the rules of cyclicity and concentricity. Cyclicity is manifested in the acquisition of a certain amount of material within a cycle of lessons, each of which includes a certain number of lessons. Any cycle is built on the basis of the stages of development of one or another skill and ability for each type of speech activity.

Cyclicity is supported by a concentric approach, which applies both to the material of the speech and to the issues under discussion. Consistency is demonstrated when the proposed system includes not only the foreign language teacher and student, but also his parents and teachers of other subjects.

Interdisciplinary communication is used as an additional motivational tool for students who are not interested in a foreign language.

The systematic organization of the educational process also implies the stages of language acquisition, that is, it includes different levels of the educational process:

- 1) levels of education (primary, junior, middle, senior);
- 2) the level of training periods determined within the stages;
- 3) the level of stages (the stage of formation of lexical and grammatical skills, the stage of skill improvement, the stage of formation of skills);
- 4) the level of learning stages determined within stages and sub-stages (imitation, substitution, modification, multiplication, combination stages).

Each level has its own characteristics, which are determined by the psychological and pedagogical characteristics of students.

The principle of situation-based teaching of foreign languages as a relational system. Communicative education is understood as a system of relationships (unlike other methodical schools) based on situations. The situation exists as a dynamic system of social status, role-playing, activity and moral relations between the subjects of communication.

The situation exists as a dynamic system of social status, role-playing, activity and moral relations between the subjects of communication. It is a universal form of the activity of the educational process, the method of organizing speech tools, the method of their presentation, the method of stimulating speech activity, the formation of skills and the main condition for the development of speech skills. a prerequisite for learning communication strategies and tactics. Communicative technique involves the use of all these functions of the situation.

A learning situation as a unit of learning models the situation as a unit of communication. Thus, the situation acts not only in the role of the so-called speech situation, but also in a wider status - the situation of educational activity.

The principle of individualization in learning a foreign language. In the communicative method, the student is perceived as a person. Each student as a person has certain general and partial abilities. Communicative education is aimed at determining their initial level and their further development. For this purpose, special tools are used to determine abilities - special tests, and exercises and supports are used for development. Taking into account and developing abilities constitutes individual individualization. Human development depends on many factors, the leader of which is the joint activity of students in teaching communication. It is planned to develop personal characteristics necessary for effective cooperation in the organization of joint student activities.

Joint training is organized in such a way that students understand that the success of the common work depends on each of them. The combination of communication with other activities allows learning to be brought closer to real communication, which is not only done for communication, but also serves other activities that are carried out simultaneously with it.

A system of tools (notes and special exercises) is provided for the formation of the necessary skills and competencies in students for more effective mastery of all aspects of a foreign language, and for the formation of learning ability. subjective individualization.

The third leading component of the principle of individualization is what is called personal individualization. It involves taking into account and using parameters specific to the individual: personal experience, context of activity, interests and inclinations, feelings and emotions, worldview, status in the community. All this makes it possible to arouse real communicative and situational motivation in students. To prove this, it is enough to consider two facts:

- 1) communication in this way is a means of saving life in society and
- 2) independent learning, taking into account the concept, there is a model of the communication process.

The system of communicative methodology provides a number of measures to maintain motivation in learning. The principle of development of speech and thinking activity and independence of students in learning a foreign language. This is because all tasks at all levels of education are verbal thinking tasks of varying degrees of difficulty and complexity.

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