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GENERAL DIDACTIC PRINCIPLES OF TEACHING A FOREIGN LANGUAGE

Abstract. *The learning process is very extensive and it is difficult to imagine that all the principles can be significant for the entire process. Under the principles of training, it is considered to be the main provisions that determine the nature of the learning process, which are formed on the basis of the chosen direction and the approaches corresponding to this direction. Clearly formulated training principles will help you decide how and what kind of training content to select, what materials and techniques to use.*

Key words: *the principle of consciousness, the principle of activity, the principle of clarity follows, the principle of developmental learning, principles of accessibility and affordability, the principle of strength.*

The general didactic principles reflect the provisions that are used in teaching any subject, especially when teaching a foreign language. The main ones are: the principle of consciousness, activity, systematicity, clarity, durability, accessibility, and others.

The principle of consciousness. There are many interpretations of this principle:

- consciousness consists in a conscious comparison of the native and foreign languages for a deeper insight into their structure;
- consciousness is the comprehension of theory and the ability to apply it in practice;
- consciousness is an understanding of the content of speech. "information about the structure of the language should be generalized on the basis of language material that is previously learned practically»;
- consciousness – not only understanding the content of speech, but also awareness in the process of mastering the units of which it consists, and the ways of using them;
- consciousness consists in understanding why it is necessary to learn.

The principle of activity. In teaching foreign languages, the principle of activity takes on an important role, since the mastery of the studied language 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 installation, the student should feel the need to study this subject and have the necessary prerequisites to meet this need. In the study of a foreign language, it is necessary to distinguish between intellectual, emotional, and speech activity, which together can provide favorable conditions for mastering the language. The intellectual activity of the student is achieved by setting problematic questions that put students before the need to think, analyze, compare, generalize, connect thinking.

The principle of clarity follows from the essence of the process of perception, comprehension and generalization of the material by the student. Visual presentation refers to a specially organized display of language material and its use in speech, in order to help

students understand this material. But when didactics say that the principle of visibility presupposes the perception of the phenomenon being studied, then when implementing this principle by a foreign language teacher, it should not only be about demonstrating the objects themselves and their images. Passov believes that language visibility should be implemented in the following ways: constant speech activity of students in a foreign language; teacher's speech in the classroom; newspapers and magazines; radio and television programs, videos, movies and animated films; clubs; audio recordings for independent work; a library for additional reading on interests; evenings and other events in foreign languages.

Together, all these tools will create just the foreign-language environment that will provide language visibility.

The principle of developmental learning. 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 personal development. It is known that learning creates a zone of immediate development, i.e. it arouses the child's interest in life, awakens and sets in motion a number of internal development processes. Thus, properly organized training promotes mental development, brings to life such development processes that would be impossible without training at all.

Principles of accessibility and affordability. The application of these principles requires that the training is carried out at the level of capabilities, so that the trainees do not experience insurmountable difficulties. Accessibility is provided 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 language and speech material and its presentation in structures, speech units, correlated with communication situations that are close and understandable to children, the construction of the educational process of the language, based on real possibilities, which is expressed in the volume of the intended material and the level of assimilation. The feasibility is shown in the rate of progress of 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 should be preserved 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 acquaintance and in 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; systematic control of the assimilation of the passed, which creates favorable conditions for retaining the material in memory.

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