



PROCESS THE IMPACT OF METHODICAL PRINCIPLES ON THE ARRANGEMENT OF THE EDUCATIONAL PLANNING

Niyazova Nozima Ilhom qizi

Senior Teacher of Teaching Foreign Languages Department

Tashkent State University of Economics

Abstract

Methodical principles are special and important in the teaching process. This article discusses the role of methodological principles in teaching foreign languages. Examples of scientists' opinions about methodological principles are given.

Keywords: Communicative, students, education, principle training.

Introduction

Modernization of the educational system is carried out based on the need of the state and society for qualified personnel, and the need of individuals for quality education. The use of pedagogical technologies in educational practice is a structural element of the modernization of educational system. Technologicalization of the educational process improves the quality of teaching, increases its effectiveness and allows to achieve the expected result with less effort and time. It is worth nothing that the formation and development of the competences of students studying in Higher Education, in the process of learning English is being carried out step by step. This is done by teaching students the type of speech activities, language lexical, grammatical, phonetic materials through methodical principles. In the process of teaching a foreign language, methodical principles are of special and important importance.

In the sciences that research education [pedagogy and methodology], the term "principle" also expresses specific concept. "In the theory of knowledge, there are no principles in nature, only laws. "Principle" "basis". It is used in the sense of "guidelines, rules and regulations". [4] In education a sequence of various

principles is described, their existence is not changed, it is simply not recognized, that is, they apply them, taking into account the subject of study.

Prof. A.I. According to Passov, "principle is the foundation of the so-called teaching process. "Improperly structured, unclear teaching principles in many cases endanger the entire educational process." [3]

E.I. Passov created a hierarchy of foreign language teaching principles:

- general didactic principles of the first level;
- secondary general methodical principles;
- private methodological principles of the third level;
- fourth-level principles related to the narrower field of education.

The main goal of the principles of foreign language teaching is to be able to use them in practice.

The well-known German Methodist pedagogue A. Disterweg is not limited by the accuracy of the topic. [1] He suggests students use pictures, analogies, and memories.

A. Disterweg followed the following principles: In his opinion;

1. It is necessary to move from examples to rules, from concrete ideas to words.

In this case:

- A. Close to far.
- B. From simple to complex.
- C. From easier to harder
- D. From known to unknown.

2. Gives an example of the principles of conscious mastering of the material.

3. Taking into account age characteristics (you should never teach a subject that the learner is not capable of learning) and individual characteristics.

4. Systematic teaching - "Dividing each material into certain stages and small ready-made parts."

5. Repetition - "making sure that students do not forget what they have learned."

P.B. Gurvich says: "If the goal is to use words in sentences (speech), then this is not considered an exception, but on the contrary, it implies a certain work with a separate word; if the goal is to master the language material to the level of receptive competence "if this goal can be achieved through reproductive and productive exercises..." P. B. Gurvich divides the principles into 4 types; [2]

- voluntary and involuntary;
- conscious and automated actions;
- memorized and creative;
- directed and free movement.

The principle of learning means that the teacher plays a dominant role in the process of teaching a foreign language, which is somewhat contrary to the humanistic direction of teaching. At the same time, the education process is a complex system that includes the activity of the teacher and the activity of the student. But the process cannot be organized without forming it on the basis of clearly formulated rules, that is, on the basis of the principles that must be followed in the process of interaction with the student.

In the following years, the principles of communicativeness, the basis of education on oral speech, differentiated teaching, and the complex organization of language material, which are unique to foreign language teaching, have emerged. At the same time, principles such as awareness, activity, demonstration, motivation of the educational process promoted by didactics play an important role in foreign language teaching. Since the implementation of any mental action is created through the transition from thinking to practice. That's why modern foreign language curriculums and textbooks attach great importance to the formation of students' mental activity.

Specialists note that the organization of classes, based on the nature of the problems, questions, tasks, management of the educational process, education of independence and activity. The following aspects are particularly recognized.

- forms and develops the skills of using acquired knowledge in practice;
- strengthens the student's confidence in his own strength, knowledge and capabilities;
- knowledge leads to the creation of a clear emotional image, to the understanding of the essence of definitions and classifications, to the mastery of the imagination at the level of understanding.[5]

In this, the main attention should be directed to the independent and systematic expression of students' creative thoughts, to increase the vocabulary and to increase the skills of text formation. The student should be able to effectively use language opportunities, take an independent and creative approach to training, and further improve vocabulary.

Improvement of foreign language teaching requires continuous development of new approaches and methods. At the same time, it is necessary to pay attention to other types of personal and professional development competencies along with the formation of the student's foreign language learning. At the same time, it is necessary to integrate students' communicative abilities and personal competences in foreign language education. Learning a foreign language using innovative interactive methods helps to improve the speech process and improve students' communication.

References

1. Disterveg A. Rukovodstvo k obrazovaniyu nemeskix uchiteley. /Disterveg A. Izbrannye pedagogicheskie sochineniya. M.: Uchpedgiz, 1956. S. 136-203.
2. Gurvich P.B. O chetirex obshestvodicheskix printsipax obucheniya inostrannim yazikam // Inostrannie yaziki v shkole. –2003. №6. S.32 – 37.
3. Passov E.I. Osnovi kommunikativnoy metodiki obucheniya inoyazichnomu obsheniyu. – M.: «Russkiy yazik», 1989, 277 s.
4. Sobirova T.O. Oliy ta'limda chet tili o'qitish metodikasi. chet til o'qitish metodikasining umumdidaktik prinsiplari //ta'lim va rivojlanish tahlili onlayn ilmiy jurnali. – 2022. – S. 187
5. To'xtaev B., Shamsieva M., Ziyodova T. O'zbek tili o'qitish metodikasi. O'quv qo'llanma. – Toshkent, 2006. –B. 28.