

The Role of Instructive and Psychological Principles in Foreign Pedagogy

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Abstract

This text defines and classifies the principles of teaching foreign languages; establishes ways of teaching foreign languages supported by the principles of teaching foreign languages.

Key words: teaching foreign languages, development trends, instructive and psychological principles, humanistic orientation of teaching, classification of learning principles. Foreign language education is subject to general development trends, and, at identical time, has its own specific options (for example, goals and objectives of learning).

1. INTRODUCTION

Learning a far off language affects not solely the growth of the overall outlook, however additionally the perception of the globe. All skills and talents within the context of learning foreign languages have one goal beneath themselves, namely, the formation of a harmonious temperament. Thus, teaching foreign languages incorporates a personality-developmental and personality-oriented potential. Among the framework of contemporary society, the goal of teaching foreign languages is to coach the student's personal qualities, that reflect the humanistic orientation of teaching. Student's area unit placed among a precise framework during which they need to become conversant in the language, having some expertise in their language. an overseas language acts, in fact, as Associate in Nursing instrument of intercultural and international data and the simplest way of interaction. Teaching an overseas language may be a complicated and multifarious method, the success of that depends on the proper combination of education technologies [2].

The main results and findings

There are units many approaches in teaching an overseas language that area unit humanistic in nature. the elemental one is that the presence of the teaching principles on that the training method as a full relies. Research methods: theoretical analysis and synthesis of psychological and education literature on the analysis problem; analysis, rationalization, classification, generalization and comparison; study and generalization of advanced teaching expertise. Research results. During the study of psychological and education literature on the matter of teaching an overseas language and on the utilization of teaching principles, we tend to know the subsequent contradictions: - between the requirement to find out an overseas language during a humanistic orientation of education and also the selection of acceptable teaching principles; - between the requirement to use the principles of teaching foreign languages and also the degree of their implementation in practice; - between the requirement to make a learning method supported these principles and also the

selection of other teaching methods; - between the requirement to boost the standard of the training method and also the insufficiently developed classification of learning principles. In the framework of education in Russia, these contradictions, in our opinion, ought to be resolved at the method level with parts of sensible implementation. Before considering the principles of teaching an overseas language, allow us to reveal the essence of the thought of "principle". The principle is that the starting, or what's the premise for the prevailing, unites in thought and essentially a group of facts, yet as a guiding rule [1, p. 465]. in line with E.I. Passov, incorrectly developed, unclear, inadequate teaching principles typically jeopardize the complete learning method [10, p. 162]. The principles of teaching area unit the most provisions that confirm the character of the training method, that area unit shaped on the premise of the chosen direction and also the approaches reminiscent of this direction. in line with foreign methodologists Larsen-Freeman and S.L. McKay, linguistic, instructive and psychological factors area unit necessary in teaching an overseas language [15; sixteen.]. In fashionable strategies, the terribly term "principle of teaching" implies that the teacher incorporates a dominant role within the method of teaching an overseas language, that somewhat contradicts the humanistic orientation of teaching. At identical time, the training method may be a complicated system that has the activities of the teacher and also the activities of the coed. however the method can't be organized if it doesn't have any grounds within the type of clearly developed provisions, that is, the principles that has got to be relied upon within the method of interaction with the coed. The principles of teaching area unit multifaceted: some principles confirm the complete learning method, others confirm the teaching of a particular sort of speech activity, and still others area unit vital just for a particular field of teaching an

overseas language [6]. At a time once the technique had not nonetheless been shaped as Associate in Nursing freelance science, general instructive strategies met all fashionable needs. As shortly as specific patterns of teaching foreign languages began to emerge, general instructive strategies weren't enough. In his scientific works A.P. Starkov and P.B. Gurvich distinguish between general instructive and method principles of teaching. method principles, in turn, area unit divided into general organized and specific organized [5; 13]. Didactic principles of teaching an overseas language area unit the provisions utilized in teaching any subject. Considering the overall instructive principles of teaching, one cannot fail to notice the education views of the outstanding teacher - humanist Ya.A. Komensky. He understood didactics as a mix of coaching and education, the idea of education. The person projected a system of instructive principles, supported the naturalness of learning. Jan Amos Komensky known the subsequent instructive principles of teaching: timeliness, security, clarity, feasibility, gradualness, usefulness, accessibility, consistency, consistency, strength, conscientiousness, taking under consideration age and individual variations, activity, initiative and independence, morality [8, p. 267] All principles area unit united by a typical plan of conformity to nature. The following are often distinguished because the main instructive principles of teaching an overseas language: the principle of consciousness, activity, systematicity, strength, visibility, accessibility.

2. MATERIALS AND METHODS

Let's analyze them in additional detail:

1. The principle of consciousness. There are units several interpretations of this principle, given by such scientists as L.V. Shcherba, G.E. Vedel, A.N. Leontiev et al.

[3; nine; fourteen]. in line with scientists, awareness is manifested during a conscious comparison of foreign and native languages for a a lot of intensive penetration into their structure. At identical time, conscientiousness lies in understanding why you wish to find out. In accordance with this principle, the student's aware participation in communication and teaching an overseas language is assumed. Consciousness is additionally expressed during a positive angle towards the studied material, in internal motivation [14].

2. The principle of activity. Mastering an overseas language is undefeated providing the coed is actively concerned within the learning method. This principle is supported from the purpose of read of contemporary scientific discipline, wherever activity is that the main characteristic of psychological feature. Distinguish between emotional, speech and intellectual activity. Psychologists conjointly emphasize that a vital condition for the activity of scholars is that the presence of self-control and vanity within the learning method [7].

3. The principle of visibility arises from the method of perception, comprehension and generalization of the fabric. Since we tend to area unit talking regarding mastering an overseas language, it ought to be noted that we tend to area unit talking, initial of all, regarding language mental image. The principles of linguistic mental image area unit represented in nice detail by E.I. Passov [11].

4. The principle of accessibility. Implementing this principle, it's necessary to require under consideration the individual capabilities of youngsters. The provision of coaching is decided by variety of things, the most of that is taking under consideration age characteristics. the training method a priori can't be simple. however the difficulties that, a way or

another, youngsters face in learning an overseas language should be structural methodology, that relies on the event of structural models [4, p. 153].

5. Consciousness as a principle. This idea has been interpreted in a variety of ways by scientists such as L.V. Shcherba, G.E. Vedel, A.N. Leontiev, and others [3; nine; fourteen]. According to scientists, consciousness manifests itself through the comparison of foreign and native languages in order to gain a deeper understanding of their structure. Conscientiousness, on the other hand, is about comprehending why you need to study. The student's conscious participation in communication and teaching a foreign language is assumed under this notion

The choice of the foremost appropriate strategies determines the rise in student motivation and also the quality of teaching. Thus, applying one or another method, the teacher should consider each instructive and method principles of teaching.

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

General didactic teaching principles

All the known principles of this category can be summarized in five groups, given their close relationship:

- developmental learning, awareness by students of the goals of training;
- ideas and ways to achieve them and increase self-relianceness of students;
- visibility, gradation of difficulties and consistency;
- the predominance of intrinsic motivation and personal significance;
- the majority of educational tasks;
- cognitive and communicative activity of students and professional orientation of training;

- taking into account the age and individual characteristics of students, as well as psychological characteristics of a person.

The principles of developmental learning, awareness of the goals of learning and ways to achieve them and increase the degree of independence of students. When teaching, FLs are subject to developmental processes and personality traits relevant for successful assimilation of IYa.

1) The speech hearing of students is adjusted to the sound of the FL. Once- the twist of thinking is aimed at understanding the specifics of the FL, not only in terms of expression, but also in terms of content, since the semantic the filling of linguistic units and forms reflects a different conceptual a new picture of the world which differs from the one that developed in childhood during mastering the native language; the development of thinking means the formation the development and development of analytical, critical and creative thinking. Development of verbal memory (auditory, visual, motor), means the expansion of its volume, the strength of retention of information in short-term and long-term memory, image recall speed linguistic means from permanent memory, especially in the course of oral schenia. All of the above processes are improved using special tasks and exercises.

2) Observation contributes to the isolation as a specific the specific features of the foreign language being studied in comparison with a native (first non-native), and their similarities. This, in turn, contributes to overcoming both interlanguage and intralingual interference based on found supports in native / first non-native and in the target language.

3) Responsibility for the course and results of educational activities, the ability to work in a team - these personality traits develop in that if the educational process

provides for the work of students in small groups or mutual control of preparation joint tasks.

4) Sociability - extremely relevant to mastering foreign language speech. For its development, it is necessary to teach students how to use post and process information on the topic under discussion on the FL; you- listen to their answers without interrupting them for the sake of error correction, and

Provide language tools for discussion in advance. This facilitates the formulation of a speech task before starting work on the topic1, working out the necessary language means in the preparatory exercises. In addition, it is necessary to formulate tasks in such a way, so that there are several options for solutions: from different points of view and in different ways. In any case, the teacher must explain be the last to hear your position after listening to all students.

5) Cognitive interest in the culture of the target language is through listening to the speeches of scientists, public figures, watching videos, visiting thematic exhibitions wok, reading texts about the life and work of famous people, listening to songs, etc. - all of this can be found on the Internet first by the teacher, and then by the students themselves.

6) Awareness of the goals of teaching a foreign language, ways their achievements, the characteristics of the target language in comparison with the genus / first non-native, the results of his study, both current and final, is achieved through the application at the familiarization stage inductive way of explanation (from analysis of examples to rules); performing a system of exercises based on this rule; is-use for self-checking keys with comments, especially in difficult cases; gradual switching of arbitrary attention with linguistic means for maintenance; completion of the tasks at each lesson both in the classroom and at home, with self-

control and self-assessment of results at the speech level. In this way, the degree of independence increases gradually students at all stages. This is facilitated by the aforementioned communicative or cognitive tasks and setting at the beginning occupation of the problem, for the sake of the solution of which the stage of notes with new, and the stage of pre-speech training. At the end of the lesson, after solving the problem, it is useful to offer each student a certain pouring: what I learned new, what I learned to do new, what I learned to do better than before.

The following didactic principles can be identified as fundamental:

1. The principle of purposefulness
2. The principle of scientific character
3. The principle of the developmental and upbringing nature of training
4. The principle of connection between theory and practice
5. The principle of systematicity and consistency
6. The principle of conscientiousness
7. The principle of student-centered learning
8. The principle of visibility
9. The principle of activity
10. The principle of accessibility and affordability

3. RESULTS AND DISCUSSIONS

1. The principle of purposefulness. This principle characterizes the organizational, methodological and substantive foundations for the implementation of state policy in the field of secondary education, requiring compliance with certain parameters: achievement of the main objectives of general education institutions; correspondence of the content of training and education, methods and forms of organization of training to the curriculum and programs. Programs of different levels are involved - from typical to private.

2. The principle of objectivity, scientific character. The educational

process should be built on a scientific basis, taking into account the achievements in such scientific fields as linguistics, pedagogy, psychology, psycholinguistics, sociology.

3. The principle of the developmental and educational nature of teaching. The subject "foreign language" should have an impact on the education and development of students through the content and means of teaching: carefully selected texts, discussion of films, stories in a foreign language. The study of a foreign language in comparison with the native language helps to expand the linguistic horizons, the co-study of cultures makes a significant contribution to the formation of the student's worldview. Teaching a foreign language contributes to the development of logical thinking, memory, concentration of attention, expanding the philological horizons of schoolchildren. Educational and developmental education helps to achieve the personal and met subject results provided for by the Federal State Educational Standard.

4. The principle of connection between theory and practice is precisely aimed at the need for constant doubt and verification of theoretical propositions using a reliable criterion of practice. School education should provide students not only with the very examination of scientific solutions and problems, but also with the disclosure of options for their use in the most diverse areas of human life, industry, agriculture and public life can be cited as examples of applications. The implementation of this principle in pedagogy helps students to more easily perceive the concept of the relationship between science and practice.

5. The principle of systematicity and consistency, systematicity requires that teaching be conducted in a certain order, system, be built in a strict logical sequence. This means that the material studied should be clearly planned, divided into complete sections, modules, steps,

ideological centers, main concepts should be established in each educational topic, subordinating all other parts of the lecture or lesson to them. Psychologists have found that the observance of logical connections allows you to memorize educational material in a larger volume, meaningfully and more firmly.

6. The principle of systematicity and consistency is implemented, on the one hand, in the content of programs and educational-methodical complexes, on the other hand, in the planning process, namely calendar-thematic, lesson-less. This principle specifies the following rules: from simple to complex, from easy to difficult, from known to unknown.

7. The principle of conscientiousness. At the present stage of development of the methodology of teaching a foreign language, the principle of consciousness is often correlated with the principle of taking into account the cognitive characteristics of students, which assumes that students not only understand the content of speech, but also understand the units of which it consists, and the ways of using these units when producing an utterance in a foreign language. language. Consciousness is manifested in the ability to use the formed knowledge, skills and abilities in solving communication problems.

8. The principle of personality-oriented teaching. According to N.D. Galskaya and N.I. Geuze, a personality-oriented orientation means that "the initial in the construction of the educational process is the student as a subject of educational activity and as a subject of intercultural communication, his individual picture of the world, his motives, socio-cultural development programs, his emotions and moods, current interests and needs." In this case, the student is understood as an intellectual (thinking) and autonomously (independently) acting individual, his speech activity is influenced by his general, constantly changing speech

experience, as well as personal individual experience in mastering the language, culture and communication in the target language.

9. The principle of accessibility. According to the principle of accessibility and feasibility, learning should be based on the real capabilities of students so that they do not experience overload. This principle finds its concrete expression in the strict selection of linguistic and speech material and its presentation in speech units correlated with communication situations; limiting the volume of material and the level of its assimilation; organization of a set of exercises taking into account the principle of one difficulty; ensuring the study of the material at an individual pace of advancement, etc.

10. The principle of clarity is one of the oldest and most important in didactics. Comenius called it the "golden rule" of education. Visibility is a specially organized display of language material and its use in speech in order to help students understand the presented material. Different types of visibility stand out: Non-linguistic (subject-visual) / linguistic (verbal-speech)
Linguistic (illustrates the language system)
/ Speech (refers to speech) Static (pictures)
/ dynamic (film)
External / internal
Visual / auditory / mixed
Illustrative / situational / thematic
· Schematic / situational, etc.

In the learning process, visibility performs the process of presenting and explaining the material (demonstration and illustrative functions); serves as a means of developing perception, attention and thinking (developmental function); a support for creating a communication situation, is involved in the body of exercises (organizational function); denotes a certain content, contributing to its analysis and memorization (sign-symbolic function); serves as a support for the formation of thoughts / intentions of

the message (informing function); used as a means of control (control function); promotes an increase in general motivation - encourages a specific speech act (motivational and stimulating function).¹⁰. The principle of student activity follows from the twofold nature of the structure of educational activity, which includes two participants: a teacher and a student. In pedagogy, activity is a concept that denotes the student's desire to independently acquire skills and knowledge. The intellectual activity of students is achieved by posing problematic questions that make them think, analyze, compare, generalize, connect thinking.

Emotional activity plays a special role and is manifested in the fact that positive emotional experiences of schoolchildren provide internal motivation and strength of assimilation of the material, while negative ones usually reduce the effectiveness of learning. Alexander Nikolaevich Shamov believes that for the successful implementation of this principle it is necessary:

Involve each student in active speech-thinking activity;

Use tasks of a problematic nature, role-playing games;

Offer inactive students feasible tasks;

Use teaching techniques and assignments that contribute to maintaining interest in a foreign language, stimulating emotional and speech activity.

A foreign language's teaching methods are also founded on principles. The following methods, which are the most commonly employed in training, can be distinguished:

Matrix method: the child's brain is organized like a matrix to search for the necessary information; utilized to study many languages at once; universal for all categories of students; communicative method: the basic language abilities develop equally in the process of live communication;

Suggestopedia helps students overcome their fears of making mistakes, uncertainty, and shyness by encouraging them to believe in their own strengths and skills.

Teaching is based on multiple repetitions of language structures in the audio-lingual technique.

Immersion in the language environment is a method of learning that involves thoroughly immersing pupils in the language context.

4. CONCLUSION

Having thought of the terribly thought of "principle", numerous classifications of teaching principles and also the conditions for his or her implementation, {we can|we will|we are able to} conclude that the principles of teaching are a form of "legislative" basis of the tutorial method. Success in optimizing the training method depends on however totally the teacher adheres to those principles. within the course of this study, we tend to managed to allow a systematic classification of the principles of teaching foreign languages as a results of analyzing the works of outstanding methodologists, yet on draw a correlation between them with teaching strategies that almost all totally implement the humanistic orientation.♣ the natural methodology, that consists within the study of oral speech, and students learn an overseas language within the same means as their language (in nature); ♣ grammar-translation methodology, the result's achieved through the systematic study of grammar; ♣ method of immersion within the language surroundings, learning is achieved by fully immersing students within the surroundings of the target language; ♣ audiolingual methodology, teaching relies on multiple repetition of language structures; ♣ Suggestopedia, permits you to urge obviate the concern of mistakes, uncertainty, shyness; students develop religion in their own strengths and abilities; ♣ communicative methodology, as a results of victimisation the

fundamental language skills develop equally within the method of live communication; ♣ matrix methodology, as a results of that the child's brain is structured sort of a matrix to look for the mandatory information; accustomed study many languages at once; universal for all classes of students; ♣ surmountable. Accessibility is achieved through the utilization of the correct material and methodology of teaching an overseas language. 5. The principle of strength. the fabric ought to be assimilated in such the simplest way that the coed will, if necessary, extract the mandatory units from memory and be able to apply them properly. The strength of assimilation is ensured by a vivid presentation of the fabric, recurrent trainings, freelance work, and systematic management.

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