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Methodological Principles of Teaching a Foreign

Bahodirov Ulugbek Bahodir ogli
Department of the integrated English language course 3
Uzbekistan state university of world languages

A B S T R A C T
The article defines the principles of teaching foreign languages; identifies the methods of teaching foreign languages based on the principles of teaching foreign languages. It also classifies between the need to study a foreign language in the context of humanistic teaching and the choice of appropriate teaching principles; between the need to apply the principles of teaching foreign languages and the degree of their implementation in practice; between the need to build a learning process based on these principles and the choice of alternative teaching methods; between the need to improve the quality of the learning process and the insufficient development of the classification of teaching principles.

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INTRODUCTION

Foreign language education is subject to general development trends, and, at the same time, has its own special specificity (for example, the goals and objectives of training). Learning a foreign language affects not only the expansion of general horizons, but also the perception of the world. All skills and abilities in the context of learning foreign languages have one goal, namely, the formation of a harmonious personality. Thus, teaching foreign languages has a personality-developing and personality-oriented potential. Within the framework of modern society, the goal of teaching foreign languages is the development of personal qualities of the student, which reflects the humanistic focus of training. Students are placed in a certain framework in which they have to get acquainted with the language, having a certain experience in their native language. A foreign language acts, in fact, as a tool for intercultural and interethnic knowledge and a way of interaction. Teaching a foreign language is a complex and multifaceted process, the success of which depends on the correct combination of pedagogical technologies [2].

There are several approaches to teaching a foreign language that are humanistic in nature. The fundamental thing is the existence of principles of teaching, on which the learning process as a whole is based. People's practical need for knowledge of foreign languages is great and has a social tendency to increase. Language teaching has become a popular business, in which thousands of people work, and not always in good faith. Often, obviously unrealistic promises are made about the possibility of learning a language without effort. The number of methods for teaching foreign languages has exceeded a hundred, but some of them have proven to be ineffective, being a way of enrichment for dishonest businessmen. All this gives rise to the need to turn to clarification and a brief description of the main elements of the content of the methodological

arsenal of a foreign language teacher.

The history of teaching foreign languages is rich in methodological achievements that have been consolidated in many different educational methods. During the 17th – early 19th centuries, teaching foreign languages began to be carried out mainly in schools and universities in Europe. The teaching methods were largely based on the experience of teaching "dead languages" (mainly Latin and Ancient Greek) and were reduced mainly to reading and translation. By this time, "dead languages" had already lost their significance for the practice of interethnic communication, but the more than thousand-year tradition of teaching Latin still made itself felt. Latin was considered a classic example of the synthesis of grammar and the forms of human thinking that reflected it. Simultaneously with the assimilation of the grammatical norms of the language, people also improved their logical thinking, so the methods developed for studying Latin were mechanically transferred to teaching other languages. Since the teaching of Latin as a "dead" language was based only on reading and translating classical texts, then in the teaching of "new" languages the main place was given to texts, and the problems of teaching oral speech and setting correct pronunciation were clearly given insufficient attention. Scientific experience in teaching languages was gradually accumulated [1].

Methodological principles play an important role in the methodological arsenal of a foreign language teacher. Let us consider their brief substantive characteristics. Methodological principles of teaching a foreign language are understood as general provisions, basic rules of the learning process that determine the content, forms, methods and techniques of the educational process. There are many methodological principles, there are scientific disputes around their status, classification and conditions of application, however, two statements are generally recognized:

1. all methodological principles of studying a foreign language are interconnected, complement each other and are effective within the framework of a specific language teaching methodology;
2. recognition of the dialectical interdependence of two methodological groups of principles: general didactic (used in teaching any subject, including a foreign language) and specific didactic (used, in our case, in teaching a foreign language). General didactic principles of studying a foreign language include: the principle of awareness, the principle of activity, the principle of clarity, the principle of developmental learning, the principle of accessibility and feasibility, the principle of the strength of knowledge acquisition, and others [3].

The principle of consciousness is manifested in three ways: (a) through the awareness of the functional purpose of foreign language culture by learners, understanding what practical knowledge of a foreign language gives and the use of opening opportunities; (b) conscious participation of the learner in the learning process, conscious comparison of the native language with a foreign one to establish stable speech dependencies of the language structure, penetration into their linguistic structures and methods of subsequent application in practice; (c) thoughtful dosage of delivery and assimilation of educational knowledge and actions. The principle of activity requires the creation of certain conditions for turning students from an object of learning into a subject, into an active participant in the educational process. In the process of studying a foreign language, three types of activity are distinguished: intellectual (through posing problematic questions that force learners to analyze, compare and generalize), emotional (forming interest in the educational material in learners, positive motivation), speech (intensive practice of speech communication in various modes: work in chorus, in small groups, in pairs, individually). Taken together, the listed types of activity can provide favorable conditions for language acquisition and rational use of the time allocated for studying a foreign language.

The principle of clarity is the result of the perception process, which should not only involve demonstrating the objects themselves, their images, and actions with them. Visual clarity literally means "looking" at something, visually demonstrating and perceiving the educational language material and the specifics of its application in speech. In relation to teaching a foreign language, this understanding is insufficient, since the clarity of the language material can be not only visual, but also auditory, logical, etc. Language clarity

in the classroom is achieved:
(1) by the teacher: constant verbal communication with students in a foreign language, working with printed foreign texts, using fragments of speech of native speakers, constant novelty of elements of the educational process;
(2) on the part of students: preparation during independent work and showing in classes of wall newspapers, presentations on regional studies, radio and television programs, videos on the culture and customs of foreign-speaking peoples; foreign excursion trips; reports and their discussions in a foreign language circle; a library for additional reading according to interests; evenings and other events in foreign languages. The totality of these efforts should create a foreign language environment that is capable of providing linguistic clarity.
The principle of developmental learning involves such a presentation of educational material when the process of mastering knowledge of a foreign language culture contributes to the development of the spiritual world of the individual, brings to life processes that are impossible outside of learning. Sometimes this principle is called "personal individualization", aimed at the most complete use of the weakly used internal reserves of the individual. The processes of personality development and learning processes should be interconnected. It is necessary to search for the maximum possible use of the individual capabilities of students in the conditions of collective work in the classroom, during independent work and outside of school hours. The principle of accessibility and feasibility in teaching a foreign language is based on the fact that in the process of mastering the educational material, students do not encounter insurmountable difficulties. The accessibility of didactic material is ensured not only by the dosage of the educational material itself (strict selection of language and speech material, the degree of thoughtfulness of the organization of the lesson (building the educational process based on the real possibilities and volume of the proposed material), the degree of methodological culture of the teacher (the chosen teaching methods, creating understandable situations of educational communication, feasibility of the pace of progress in studying the material).
The principle of durability of knowledge acquisition requires the retention in the memory of students of foreign words, structural speech constructions and the ability to use them when necessary. Durability of knowledge acquisition is facilitated:
1. if the educational speech material is remembered involuntarily, in the process of performing speech-thinking tasks;
2. if the didactic material is presented vividly, and the students develop corresponding images and associations;
3. with sufficiently long training in reproducing the material, both after the end of the lesson and in subsequent ones;
4. as a result of independent creative application of knowledge obtained in the classroom, because human speech is essentially productive, not reproductive.
The specific didactic principles of studying a foreign language include: the principle of taking into account the native language, the principle of combining oral and written speech, the principle of multiple repetition, the principle of dividing the flow of speech and pausing, the principle of imitation of a speech sample, the principle of comparison, self-control and self-correction, the principle of managing speech activity. Let us characterize their content [2].
The principle of taking into account the native language is assessed differently: some believe that it is necessary to exclude the native language of the student from the educational process; others from the learning process; others defend the need to rely on the native language of the students. Reliance on the native language in the course of studying a foreign language implies the need for their constant comparison in order to thoroughly understand the linguistic structures of these languages. This principle is aimed at practical mastery of foreign language speech, ensuring the prevention of speech errors. It should be noted

that this principle is more effectively implemented in a monolingual audience, since in international audiences it is more difficult for a teacher to take into account the peculiarities of the native language of all students. The principle of combining oral and written speech. In the pedagogical environment, there are mutually exclusive points of view on the priority of either oral or written speech. Some believe that oral speech should precede written speech, since it appeared before writing, and a person learns his native language first orally and only then in writing. Written speech only records oral speech. The ability to speak and understand is ensured by the process of writing and reading. Based on this principle, speech is taught orally for a long time (from six months to two years), i.e. without reading texts and without notes. This approach is used in the so-called oral introductory courses (from two weeks to four months). However, there are shortcomings to this theory: firstly, most people have mixed memory, not auditory; secondly, the "golden rule" of didactics states: the more analyzers participate in the assimilation of educational material, the more firmly its content is assimilated; thirdly, practice has shown that after oral introductory courses, the transition to reading and writing is difficult. Others believe that only through reading numerous foreign-language texts can a solid foundation for mastering the language be created.The correctness of these points of view largely depends on the goals that the student sets for himself. However, it is also obvious that normal proficiency in the language presupposes a confident ability to both read texts and conduct conversations on various topics. The principle of multiple repetition is important because when it is implemented, the learner better understands the content and speech structures of the language being studied, remembers and assimilates the model of the linguistic phenomenon well. Multiple repetition of educational material creates certain stereotypes in the minds of learners as a result of exposure to the same stimuli. Repetition of speech material is effective if included in the lesson process. Exercises represent programming of the corresponding activity and should ensure constant combination, transformation and paraphrasing of speech material.

The principle of dismembering the flow of speech and pausing is expressed in the fragmentation of the flow of sounding speech, when speech is didactically divided into fractional speech units, with which the educational work is carried out. Thanks to this principle, it is possible to introduce and reproduce authentic speech material even at the initial stage of training. At the same time, the phonological material divided by pauses does not lose its communicative significance, since the rhythm, word and phrase stress remain unchanged in the speech fragments. Dismemberment of the flow of sounding speech for educational purposes is also important because in this way favorable conditions are created for the implementation of speech activity of students in specially provided pauses. There are three main types of pauses: a) a working pause for the speech activity of students; b) a pause for superposition - phonoinstruction; c) a dividing pause to create a minimum time section between two speech fragments. The principle of imitation of a speech sample in teaching a foreign language using phonographic materials is of particular importance. Phonographic materials represent authentic, exemplary speech, which cannot be mastered without sound imitation. To a certain extent, phonographic materials are capable of providing novelty in speech perception and refusal from mechanical memorization; develops the productivity of students' speech abilities, arouses interest in educational activities. Of primary importance is the assimilation of the sound shell of words (phrases) of a foreign language, so the role of imitation here is difficult to overestimate. Listening to audio recordings is useful throughout the entire course of study, especially at the initial stage of training.

The need for imitation disappears only when the student has developed confident skills and abilities in speaking a foreign language. The principle of comparison, self-control and self-correction records the main factors for the successful achievement of a specific learning goal. When reading, writing, listening, speaking, students need to compare the results of their speech activity with certain speech standards, thus monitoring themselves. This principle is aimed at recognizing emerging linguistic and grammatical errors, as well as maximum approximation to the original.

The principle of speech activity management directs the student to programs of sequential operations

necessary for the successful solution of educational and speech problems. Speech causes positive shifts in a person's consciousness aimed at the successful completion of educational tasks, and forms the corresponding psychological attitudes. Speech activity management requires constant variation of speech situations associated with the speech-thinking activity of people.

Mastering the above-mentioned methodological principles improves the qualifications of the teacher, and their correct application improves the quality of teaching, accelerates the process of learning to master a foreign language.

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