

## SCIENTIFIC AND DIDACTIC BASES OF FOREIGN LANGUAGE TEACHING METHODS

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### ABSTRACT

The main purpose of this article is to study the features of the application of didactic principles in foreign language teaching. In the framework of our research, we will consider the didactic principles and how and to what extent its basis is applied, based on the status of foreign language science and the specifics of its teaching. The research is aimed at improving the quality of education and the organization of the process of teaching a foreign language, the development of modern technologies and the application of didactic rules and principles in achieving the goals set in the program documents "formation, development and improvement of communicative competence." To do this, we will study the theoretical foundations of didactic principles, their interpretation and apply them in foreign language teaching on the example of some methodological scientific didactic bases.

**Keywords:** CEFR, State Education Standard, competency, linguo-didactics, linguistics, psycholinguistics, pedagogical-didactic, linguo-cultural competencies.

### INTRODUCTION

The study and research of the application of didactic principles in the process of foreign teaching requires consideration of the didactic foundations of methodological science. It is known that the methodology of teaching a foreign language is one of the disciplines of pedagogy and is subject to the laws of didactics, which is the main branch of pedagogy. Didactics as a subject dealing with general theories of education defines the theoretical foundations of foreign language teaching methods and is applied based on the characteristics of this subject. The main reason for this is that didactics is the main object of such fields as pedagogy, psychology, methodology, that is, the educational process. Each field studies this object - the educational process based on its goals and objectives.

The term "linguo-didactics" (linguistics), which appeared at the end of the last century and is widely used today, is also a proof that foreign language teaching has a deep didactic basis. Methods of teaching foreign languages are inextricably linked with psychology, psycholinguistics, pedagogical-didactic, linguistics and other disciplines, and develop and improve on their basis. The integral connection of didactics and methodology, as well as the differences between them as independent disciplines, was studied by the Russian scientist V.V. Kraevsky in his scientific work. The scientist proved that at different times the methodology was not an independent science, but a practical application of didactics (practical didactics, applied linguistics), and today modern methodology is formed and developed as a separate science with its own independent theoretical basis, research methods, subject and object; what methodological research will be focused on solving problems that arise in a particular science education. As the author emphasizes, the strengthening of the didactic basis of the science of methodology, its effective implementation makes it necessary to conduct in-depth scientific

research in this area. Undoubtedly, the study and teaching of foreign languages and cultures, customs, traditions, history, art in a multinational, multilingual and multicultural environment in our country, integrated with their own culture and language requires a strong psychological, didactic, linguistic, psycholinguistic foundation.

## THE MAIN FINDINGS AND RESULTS

In the course of our research, we aimed to consider how and to what extent didactic principles can be applied, based on the status of foreign language science and the specifics of its teaching. To do this, first of all, it is necessary to study and analyze the status and characteristics of the foreign language subject in the education system. A number of scientists LV Shcherba, IV Rakhmanov, IA Zimnyaya, NI Gez, ND Galskova (Russia), M. Jusupov, J. Jalolov, and S. Saidaliev in Uzbekistan; opinions and comments have been expressed in the work of others. Emphasis is placed on the status of a foreign language subject compared to other disciplines. According to sources, the concept of "foreign language" appeared in the second half of the XVIII century, received the status of a subject and is still taught as a subject at various stages of the education system:

- Status of the specialty language - Higher Education Institution with a foreign language specialty
- The status of the second specialty language

General education status			
Preschool education	General secondary schools	Vocational college, academic lyceum, non-specialist HEI (ESP)	Specialist HEI

Clearly defining the status of a foreign language subject helps to reveal its main features in the first place. We believe that the status of a foreign language as a means of interethnic, inter-linguistic and intercultural communication should also be highlighted in the State Education Standard for Foreign Languages, defined in curricula and listed in schools. The goal and purpose of the communicative competence, which is defined as the end result, is to master the levels A1,2-B1,2-C1,2 developed in CEFR.

Second, the status of a foreign language subject in the education system, its position determines the specific teaching conditions, goals, content, methodological principles and tools. The concept of "teaching conditions" of a foreign language includes:

- Type of educational institution (preschool, general secondary school, academic lyceum, vocational college, non-specialist and specialized higher education institution);
- Young psychological characteristics of the student;
- Student's language experience;
- The number of hours allocated

It is important to determine what to look for and justify when setting hours. Today, the state documents, decisions on teaching foreign languages, the State educational standards and educational goals set in the curriculum are as follows:

- 1) Communicative (practical) goal means the development of students' communication skills in a foreign language in a multilingual and multicultural environment;
- 2) The educational purpose is to cultivate in the student through foreign language moral, intellectual, aesthetic, patriotic, tolerant, national pride and other qualities;

3) The general educational purpose is the development of a secondary person who has acquired a new worldview as a result of integrated teaching and study of the traditions, customs, history and art of a foreign language and its culture;

4) Developmental goal - to develop the student's mental activity, thinking, emotional development and motivation to learn a foreign language.

The content of education is selected according to the objectives listed above. It includes the following components:

- Linguistic competence (lexical, grammatical, phonetic competencies);
- Speech competence (listening comprehension, speaking, reading, writing and translation competencies);
- Topics and speech situations

As mentioned above, the purpose of determining the status of a foreign language subject is to distinguish its distinctive features from other subjects and to develop methods for studying and improving the application of didactic principles taking into account these features. Distinctive features of a foreign language subject from other disciplines are (in comparison with the native language):

- is a discipline that teaches the practical activities of foreign languages in the education system of various educational institutions, forming, developing and improving the communicative competence of students. This feature of his is manifested in the purposes of foreign language teaching;

- A foreign language is both a goal and a means of education and is aimed at teaching speech and linguo-cultural competencies through the acquisition and transmission of necessary information;

- A foreign language is taught mainly in an artificial environment;
- In comparison with the native language, thinking is formed in the process of learning the native language, and develops in a foreign language;

- Positive (transposition) or negative (interference) influence of the native language is observed in the process of learning a foreign language;

- Foreign language is taught at 6 levels on the basis of CEFR descriptors.

## RESULTS AND DISCUSSIONS

Effective use of CEFR and other achievements of world methodology in foreign language teaching is a topical issue today. In particular, it organizes the process of formation, development and improvement of the competencies listed in the CEFR software document, linguistic (phonetic, lexical, grammatical) and speech (listening, speaking, reading, writing, sometimes translation) competencies, which are the main goal of foreign language teaching has become a requirement of the period.

It is known that the CEFR criteria set competence requirements for 6 levels of foreign language proficiency:

1. Breakthrough - entry (threshold)
2. Wastage is the first start
3. Threshold is the beginning
4. Vantage is the middle stage
5. Effectiveness - high level
6. Mastery - the stage of perfect knowledge of the language

The State Education Standard, developed on the basis of this document, covers a number of other competencies in the process of formation, development and improvement of

communicative competence, as defined in the teaching materials. The issue of competency approach is currently being studied in the field of psychology, pedagogy, methodology and other disciplines, including abroad A.Khutorsky, E.Passov, V.Sadyukova, in Uzbekistan T.Sattorov, J.Jalolov, G.Makhkamova. The following types of competency-based education in foreign languages are included in the state educational standard for the stages of the system of continuing education of the Republic of Uzbekistan (from all general secondary schools to master's degree):

1. Linguistic competence implies the acquisition of knowledge of language material (phonetics, vocabulary, grammar) and skills in the types of speech activities (listening comprehension, reading and writing);

2. Sociolinguistic competence allows the speaker to choose the appropriate linguistic form, method of expression, based on any speech situation, communicative purpose and desire.

3. Discursive competence refers to the ability to comprehend and correct particular fluent sentences within a speech that has communicative value.

4. Strategic competence refers to the ability of a language learner to overcome shortcomings using verbal and nonverbal means in the communication process.

5. Socio-cultural competence refers to the ability to be aware of the socio-cultural context in which the language being studied is used.

6. Sociolinguistic competence includes socio-cultural competence, the ability to know the national characteristics of authentic speech: customs, values, rituals and other national and cultural features of the country in which he lives and to compare the language with the country of study.

7. Pragmatic competence refers to the ability to get out of difficult situations through repeated apologies, apologies, etc. when misunderstandings arise in a communicative situation.

The competencies briefly described above are a set of competencies that need to be formed in the student and are implemented as a whole system in the process of formation, development and improvement of communicative competence, which is the main goal of foreign language education, ie culture, customs, history, literature of the people learn to have an idea of the rituals, the socio-political system and, as a result, to enrich their experience, broaden their worldview, look at the world differently.

<b>Linguistic competence</b>	
<b>I. Language competencies</b>	<b>II. Speech competencies</b>
1. Phonetics 2. Lexicon 3. Grammar	1. Listening comprehension 2. Speaking 3. Reading 4. Writing 5. Translation

Based on the requirements of the CEFR, it is aimed at a careful review of the content of communicative competence, some of the constituent skills, as this was one of the most important factors in creating a methodology for the formation (training) of any competence. Naturally, active vocabulary increases at the expense of passive and potential vocabulary reserves. Passive vocabulary consists of lexical combinations used in the process of communication, information retrieval, listening comprehension, reading and translation. For example, the word "sentence" is active for a foreign linguist in the sense of "speech", while for

the legal field it is passive in this sense, and vice versa, in the sense of "judgment" is an active vocabulary. Potential vocabulary, as mentioned above, consists of terms, international words, neologisms, place names, and so on.

- Mastering the meaning of the word: using the methods of translation or non-translation, to understand the meaning of the word from the context, to use different dictionaries, to compare with the native language;

- Understand and explain the meaning of words using word-forming adverbs, component analysis;

- Listening comprehension, speaking of word form - acoustic, graphic form, reading and writing;

- Perform actions related to knowing the place of the word in speech;

- To be able to distinguish the linguo-cultural, socio-cultural aspects of words on the topic.

In-depth study and research of the category of approximation, which is one of the main features of a foreign language subject, serves to develop criteria for mastering the subject, to further adapt and improve the descriptors of CEFR levels to the conditions of Uzbekistan. Thus, taking into account the status and characteristics of a foreign language subject, we will consider how to apply didactic principles in its teaching, because further improvement of teaching efficiency depends on the correct application of didactic principles, which is one of the main tasks and the basis of any education. In the methodological literature (lingvodidactics), especially in the methodology of teaching a foreign language, all the principles are divided into 3 groups. About this E.I. Passov, G.V. Rogova, N.I. Gez, N.D. Galskova, V.V. Safonova, J. Jalolov, O. Khoshimov, T.K. Sattarov, G.T. Makhkamova, L.T. Akhmedova, S. Saydaliev and other scientists shared their views and comments:

- General didactic basic principles - consciousness, structure, consistency, demonstration, etc., which apply to any subject;

- Principles specific to a particular subject (including methodological principles of foreign language teaching);

- Special principles (principles specific to a particular topic of the subject).

The three groups of principles enumerated are, without a doubt, inextricably linked and complementary.

## CONCLUSION

To conclude, the unit of education and upbringing or the principle of educational education takes place in the process of formation, development and improvement of the student's communicative competence, and a number of types of education and their constituent components are absorbed by the student. It should be noted that the principle of educational education is reflected in the "educational" purpose of teaching a foreign language. This science has a unique opportunity to cultivate the student's personality, because every student who begins to learn another language enjoys a different worldview expands his horizons, learns to think, for example, from the first step in learning a foreign language enters a foreign language, culture, tradition goes the application of the principle of educational education to a foreign language subject is observed in two ways:

1. In the selection of educational content, topics of educational importance, speech situations, texts, poems, songs, games, visual aids, multimedia materials for listening comprehension and reading are selected or created. These materials should be selected on the

basis of a number of methodological criteria, depending on whether they are interesting, motivating, new information carriers, authentic to the educational stages.

2. Since education and upbringing is a continuous process, it takes place not only in the classroom, but also during independent homework or extracurricular activities, which in turn requires proper organization and management. The implementation of education and upbringing, its proper management Given that the responsibility for attendance rests primarily with the teacher, the foreign language teacher is a key factor in education with his or her professional competence, in the first place. A number of scientific researches on the professional qualities and competencies of a foreign language teacher have been and are being carried out. In our opinion, the speech of a foreign language teacher is the number 1 teaching and learning tool, so there are a number of requirements for professional speech competence and it is determined based on certain criteria. Another educational tool is a foreign language textbook. The textbook can be considered as an invaluable tool in inculcating all types of education in the student. From the design of the textbook, it can be considered as a teaching tool that implements educational and other principles, with its diversity, richness of linguistic and extra-linguistic materials, readability, serves to achieve the desired goal, because it reflects the psychology, didactics, methodology of education.

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