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Shoira Muxtorovna Turaeva

Jizzakh State Pedagogical Institute, turaeva@jspi.uz

Makhliyo Bakhtiyor kizi Umarmulova

Jizzakh State Pedagogical Institute, umarmulova@jspi.uz

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IMPORTANCE OF DIDACTIC AND PSYCHOLOGICAL PRINCIPLES IN TEACHING FOREIGN LANGUAGE TEACHING IN TEXTBOOK

Turaeva Shoirra Muxtorovna, turaeva@jspi.uz

Umarkulova Makhliyo Bakhtiyor kizi, umarkulova@jspi.uz

Jizzakh State Pedagogical Institute

Abstract: This article discusses the definitions of didactic and pedagogical principles of teaching and learning a foreign language and emphasizes their importance in the process of acquiring a new language. Furthermore, the paper provides vivid examples of methods based on didactic and pedagogical principles as well as shows methodological significance of these applied methods.

Key words: didactics, pedagogy, method, technique, foreign language, language learning, teaching-learning process, linguistics, psychology

INTRODUCTION

Foreign language education follows broad development patterns while also having its own distinct characteristics (for example, goals and objectives of learning). Learning a foreign language has an impact on not just one's general perspective but also on one's vision of the world. The construction of a harmonious personality is the objective of all skills and talents in the context of learning foreign languages. As a result, teaching foreign languages has the ability to develop and focus on a person's personality. The purpose of teaching foreign languages in current culture is to develop the student's personal attributes, which represents the humanistic approach of education. Students are put in a framework in which they must familiarize themselves with the language while also having some experience in their home tongue. In reality, a foreign language serves as a tool for intercultural and interethnic communication and connection. Teaching a second language is a difficult and varied process that relies on the right mix of pedagogical instruments to succeed. Humanistic approaches to teaching a foreign

language exist in a variety of forms. The most important factor is the availability of instructional ideas that underpin the whole learning process. Therefore, the importance of technologies and methods within pedagogy and didactics is clearly crucial.

The science of pedagogy is concerned with the teaching and education of children and adolescents. Methods are most closely tied to pedagogics since it likewise deals with difficulties of teaching and education. To study foreign language instruction, one needs have a basic understanding of pedagogy. Didactics is a sub-discipline of pedagogics. Didactics is the study of general teaching methods in schools. In contrast to didactics, methods researches specialized methods of teaching a given subject. The basic provisions that influence the character of the learning process, which are developed on the basis of the selected direction and the approaches matching to this direction, are known as teaching principles. Linguistic, didactic, and psychological factors are important in teaching a foreign language, according to foreign methodologists Larsen-Freeman and S.L. McKay. The phrase "teaching principle" in current techniques means that the instructor has a major role in the process of teaching a foreign language, which runs counter to the humanistic approach to teaching. Simultaneously, the learning process is a complicated system that comprises both the teacher's and the student's efforts. However, the process cannot be structured unless it has a foundation in the form of clearly stated requirements, i.e., the principles on which the student interaction process must be based. Teaching principles are diverse: some govern the whole learning process, while others regulate the education of a single type of speech action, and yet others are relevant solely to a certain subject of foreign language teaching. General didactic techniques satisfied all current needs at a period when methodology was not yet constituted as a separate science. As soon as the specialized patterns of teaching foreign languages began to develop, broad didactic techniques were not enough. A.P. Starkov and P.B. Gurvich distinguish between broad didactic and methodological principles of teaching in their scholarly

works. Methodological principles are further separated into general and specific methodological principles.

MATERIALS AND METHODS

Linguistics, psychology, and pedagogy, for example, have a deeper relationship with methodology than other sciences. As a result, they are referred to as "basic" in the technique sciences. The technique uses data from the fundamental sciences to develop their own research and teaching concepts. The following facts from the fundamental sciences serve as the methodology's foundation:

1. Methodological foundations: the study of diverse theoretical methods that enable researchers to undertake research on methodological issues, a critical analysis of the link between theory and practice in foreign language teaching, and the identification of research difficulties with dark spots.

2. Linguistic foundations: the approach is founded on the facts and patterns of linguistics, the study of language, because linguistics studies the language, which is the topic of education. Linguistics explains a language's fundamental qualities and expresses them in rules that are actively employed by methodology in the building of specialized training models. The use of the linguistic modeling approach to develop a system of speech patterns is a good illustration of this.

3. Psychological foundations: The integration of methodology and psychology is carried out in the field of educational psychology, which investigates how knowledge, skills, and abilities are formed, as well as how higher mental processes are implemented in the learning process. Theory skills and talents established in psychology, personality theory, and other fields, for example, play a vital role in the development of methodological research.

4. Didactic and pedagogical foundations. The methodology is based on the general provisions of didactics and the theory of education, correlating them as a particular with a general, because didactics formulates the laws, principles, and rules of teaching and education in general, and the methodology concretizes these provisions in relation to the academic subject "foreign language." Since

methodology and didactics share common basic categories that make up both sciences' conceptual apparatus, the nature of the connection between didactics and methodology can be defined as the relationship of a general theory to a specific form of its implementation on a material specific subject. Their core didactic concepts may likewise be traced back to the common.

The principles adopted in teaching any topic are the didactic principles of teaching a foreign language. When considering the broad didactic principles of teaching, the pedagogical ideas of the excellent teacher - humanist J.A. Komensky - cannot be overlooked. He defined didactics as a mix of training and education, as well as the theory of education. Based on the naturalness of learning, the scientist established a set of didactic principles. Comenius emphasized the following didactic teaching principles: timeliness, security, clarity, feasibility, gradualness, usefulness, accessibility, consistency, consistency, strength, thoroughness, taking into account age and individual differences, activity, initiative, and independence, and morality.

The concepts of consciousness, activity, systematicity, strength, visibility, and accessibility may be recognized as the major didactic principles of teaching a foreign language. Let's look at them more closely:

The principle of conscientiousness is the first. This concept has been interpreted in a variety of ways by scientists such as L.V. Shcherba, G.E. Vedel, A.N. Leontiev, and others. According to experts, awareness manifests itself through the comparison of foreign and native languages in order to get a deeper understanding of their structure. At the same time, consciousness is defined as the ability to recognize why one needs to learn. The student's deliberate engagement in communicating and teaching a foreign language is anticipated under this notion. Consciousness may also be seen in a good attitude toward the content being studied, as well as in internal motivation.

The principle of visibility is derived from the material's perception, understanding, and generalization. Since we're talking about learning a foreign

language, it's important to remember that we're discussing about linguistic visualization first and foremost. E.I. Passov describes the ideas of linguistic visualization in considerable depth in his writings.

The strength principle. The content should be digested in such a way that the student can, if required, recall and accurately apply the essential units from memory. A vivid presentation of the subject, regular trainings, individual labor, and methodical control assure the strength of absorption.

The principle of accessibility. It is vital to take into account the particular capacities of youngsters while implementing this idea. A variety of factors influence the availability of training, the most important of which is taking age into consideration. The challenges that children face in learning a foreign language must be overcome in some way. Accessibility is accomplished via the use of appropriate materials and instructional methods while teaching a foreign language.

The activity principle. Only by actively participating in the learning process can a learner master a foreign language. This idea is backed by current psychology, which considers action to be the most important aspect of cognition. Make a distinction between emotional, verbal, and cognitive activities. The existence of self-control and self-esteem in the learning process, according to psychologists, is also a significant requirement for students' activity.

The principle of uniformity (systematicity). The core of the idea is that the content is presented in a consistent manner in the minds of the pupils. If the learning process is broken down into different sequential phases and is ongoing, it will be more successful and effective. The absorption of the content is slowed when the training process is disrupted. When theory and practice are integrated, practical action is critical for the realization of this notion.

RESULTS AND DISCUSSION

Methodological concepts are specific to the teaching of a foreign language. The principles of functionality, a structural approach, an oral basis of teaching, programming speech activity, situational conditioning of exercises, communicative

orientation of teaching, taking into account the native language in mastering a foreign language, and the dominant role of exercise in all areas of mastering a foreign language are among the general methodological principles of teaching a foreign language. Teaching on speech samples and models; a combination of language training and speech practice; interaction of the main types of speech activity; oral lead in teaching reading and writing; approximation of educational activity; intensity of the initial stage of teaching a foreign language, the principle of intensity, and the principle of globalism are some of the methodological principles that are particularly important.

The ideas are also applied to the ways of teaching a foreign language. The following approaches, which are the most commonly employed in teaching, can be distinguished:

The matrix technique is used to study many languages at the same time since the child's brain is constructed like a matrix to seek for the essential knowledge. Universally applicable to all types of students;

- **Communicative method**- fundamental language abilities grow equally in the process of real conversation as a result of employing them.
- **Suggestopedia** helps students overcome their fear of making errors, insecurity, and shame by encouraging them to believe in their own strengths and skills.
- **The audio-lingual method**, which is based on many repetitions of language structures, is a notion in which instruction is based on repeated repetitions of language structures.
- **Immersion in the language environment** is a method of learning that involves totally immersing pupils in the target language's context.
- **The grammar-translation technique** achieves the desired effect by studying grammar in a methodical manner.
- Students learn a foreign language in the same way as they learn their native language, using the **natural approach (direct method)**.

- ***Structural technique:*** This method is focused on the creation of structural models.

These patterns serve as fundamental requirements for the practical organization of the educational process. Such requirements are commonly referred to as learning principles. The laws and principles of teaching are viewed in didactics as categories of being (regularity) and ought (principle), with laws inferred first and principles formed on their foundation. Learning, as a pedagogical phenomenon focused at mastering knowledge, skills, and abilities, has its own set of patterns, including patterns of learning goals, training content and quality, teaching techniques, and so on.

The objective identification of teaching principles can be facilitated by a methodical approach that suggests expanding and updating the educational field by attracting ideas and methods from other sciences (modern philosophy, cultural studies, philosophical anthropology, sociology, etc.) direct practice, and builds a system of principles and approaches to the construction of an integral educational system. Other academics agree, stating that modern education is characterized by a high degree of integration and interdisciplinary, with philosophy being a top priority in this regard. "Researchers identify and analyze various manifestations of the basic laws of dialectics (unity and struggle of opposites, transition of quantitative changes into qualitative ones, denial of negation, etc.) in the pedagogical process, illustrate various connections and relationships of dependence of pedagogical phenomena in logic dialectical interconnection of the most important categories: phenomenon - essence, form – essence.

It's also worth noting that the teaching principles system is flexible, allowing for the addition of new principles as well as the reconsideration or elimination of current ones.

Thus, the taxonomy of well-known didactic principles (visibility, accessibility, conscientiousness and activity, systematicity and consistency, strength, scientific character, connection between theory and practice) has recently

been supplemented with new teaching principles, such as the principle of the student's personal goal-setting, the choice of an individual educational trajectory.

Also, changes are taking place in the methodology of teaching foreign languages, which is associated with the development and changes in the teaching paradigm. As you know, the pedagogy of the 60-70s, as the science of the purposeful influence of the teacher on the student for the purpose of teaching and educating the latter, was replaced by a new personality-oriented concept of education. In accordance with this concept, education from a method of enlightening an individual should be transformed into a mechanism for the development of culture, the formation of an image of the world and a person in it.

Among the pedagogical principles of teaching and learning foreign languages, we have those that were developed in foreign countries. The silent way is based on a structural linguistics approach and a humanistic psychology approach. C. Gattegno, the method's creator, used his expertise developing a program for teaching mathematics and reading in his home language to the teaching of other languages. The name of the approach reflects the author's belief that students should take the lead in the lesson, with their speaking taking up the majority of class time, and the instructor should talk as little as possible. Learning in silence, rather than repetition and replication in front of the teacher, becomes a strategy that encourages students' mental activity and focus while they work on an assignment. The use of the "silent" teaching style has certain drawbacks since it requires a high level of student engagement as well as intrinsic motivation. This procedure has the advantage of stimulating the brain.

In addition, there is another method named total physical response, which was developed and created by J.Usher. It is founded on structural linguistics, behaviorism, and the humanistic approach to education, as well as psychology's perspective on the coordination of speech and the bodily motions that go with it. The technique expands on the natural method's concepts. It's essential because while teaching a foreign language, it is vital to mimic the process of children

acquiring their native language, which is accomplished in tandem with the execution of the appropriate physical acts. The perception of structures is aided when it is accompanied by the teacher's and students' activities.

CONCLUSION

Summing up, the primary principles in didactics and pedagogy helps the researchers to understand teacher-student interaction approaches better and classify the techniques to the methods that could be implemented during the classes and curriculum. Moreover, there is a vast majority of existing didactical and pedagogical methods that can be implemented in the modern classrooms and new approaches to teaching a foreign language in textbook.

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