

Principles of Teaching Foreign Languages

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Abstract: This article discusses the issues of teaching English language teaching and speech situations. The object, subject, goal, tasks of organizing oral communication in English lessons in a secondary school are considered. General didactic principles in the construction of the process of teaching a foreign language.

Keywords: principles, methodology, foreign languages, accessibility, activity, personality.

Introduction

Traditionally, in the domestic methodology of teaching foreign languages, didactic and proper methodological principles are distinguished. Principles are usually understood as the fundamental methodological provisions that determine the process of education and upbringing. Didactics defines the concept of the principle of learning as follows: “Principles of learning are the main normative provisions that should be followed in order for learning to be effective”

The main part

Let us turn to the consideration of the transformation of some general didactic principles in teaching foreign languages. First of all, let us dwell on the principle of consciousness, which was ostracized in the 1960s and 1970s. According to didactics, this principle means awareness of the material being studied: facts, patterns, etc. Since the main goal of teaching foreign languages is the formation of communicative competence among students, in a transformed form this principle means, first of all, awareness of the actions and operations with language material to solve a communicative task.

Let's turn to the principle of accessibility. In relation to most subjects, the use of this principle means “transition from easy to difficult”, in other words, the presentation of educational material should be carried out as difficulties increase. And in this case, this principle is used in teaching foreign languages in a transformed form. In the literal sense, it only works when selecting texts that should be available to students in terms of linguistic material and cultural data.

Consider the principle of activity. In teaching foreign languages, it, first of all, means the development of speech activity in learning, the need to bring the process of forming communicative skills in terms of its main parameters closer to mastering a second language in natural conditions. This means, in turn, the predominant use of creative tasks.

The principle of personality-oriented orientation of learning. This principle in relation to all academic subjects means that the student is not considered as an object of influence of the teacher, but as the subject of the educational process. In this regard, all training is built taking into account the development of the personality of the student, his interests and inclinations. With regard to a foreign language, the meaning of this principle is that the student should strive for independent and creative participation in communication. It is necessary to increase the role and nature of independent work, the widespread use of new teaching technologies that encourage independent solution of practice-oriented tasks, for example, the project method. In this case, the student, solving this or that problem of the project, acts as an independent creative person.

The principle of the activity basis of learning. With regard to a foreign language, this principle means an increase in the proportion of students' speech activity, including the use of group, collective forms of education. Further, exercises aimed at mastering receptive or productive language material should, if possible, be creative in nature, imitating real communication. The development of internal activity should play no less a role. This means that work, for example, on a text should be associated with the solution of mental problems, it is advisable to combine exercises with language material with the solution of conditionally communicative tasks, etc. All this will contribute to the internal activity of students.

Having considered the application of general didactic principles in the construction of the process of teaching a foreign language, we turn to the general methodological principles that determine the specifics of teaching a particular subject. To a large extent, they are determined by the specifics of the subject "foreign language", as well as the understanding of the features of language acquisition by linguists and psychologists at a particular stage in the development of science. Therefore, such methodological principles changed, new ones appeared, old ones died out.

Let us consider the general methodological principles, which seem, from our point of view, indisputable.

The first such principle is the principle of communicativeness, or communicative orientation. This principle means that the direction of the entire educational process is connected with the goal of developing communication skills in the target language.

The next methodological principle is the principle of support (orientation) to the native language. Perhaps, none of the principles put forward in the domestic methodology was subjected to such fierce criticism in the 60s of the last century. Formulated by Academician L.V. Shcherba, this principle is based on the position that the native language has an impact, in particular a negative one, on the mastery of the material of the language being studied.

Let us turn to the following principle, developed by Academician Shcherba, the principle of differentiated teaching of language material, depending on the purpose of its assimilation. In other words, this principle implies a productive or receptive assimilation of linguistic material. The essence of this principle is that in order to master the language material in order to use it in an oral statement, on the one hand, and understand when perceiving a sounding or written text, on the other hand, different knowledge and skills are needed.

Let's move on to the consideration of the next principle - the principle of interconnected and parallel learning of different types of speech activity (oral speech, reading and writing). The essence of this principle is that different types of speech activity are not only a goal, but also a means of teaching others. This principle is based on the principles of psychology that the assimilation of language material is faster and more durable if it is based on the use of all types of sensations: kinesthetic (pronunciation), sound, visual and hand-movement.

Consider the last principle - taking into account negative language experience, also proposed by Academician Shcherba. The essence of this principle is that the correction of mistakes, that is, the knowledge of how not to speak, write, etc., contributes to the development of the correct use of the material, since the knowledge of not only how to use, for example, language material, but also how it can not be done.

Concluding the consideration of general methodological principles, it is necessary to touch upon one more fundamental issue. The fact is that it was not by chance that we pointed out the extension of the considered principles to the construction of the learning process under certain conditions. Their application can and should vary depending on the learning environment. So, when teaching a

foreign language in kindergarten, one cannot rely on their native language, since children do not know the basics of their native language. In this regard, we can only talk about relying on native speech. Further, the principle of parallelism and interconnected teaching of different types of speech activity cannot be used, since preschoolers can neither read nor write in their native language. Under these conditions, there can only be oral instruction. It should not be thought that principles change only depending on the age of the trainees. Changes are possible depending on the composition of the group or class. Imagine that the class is made up of students who do not have a common mother tongue with a teacher who does not know this language. It is possible that the group consists of persons with different native languages. Both in the first and in the second case, the teacher cannot rely on the principle of accounting (orientation) to the native language. The above examples show, firstly, that there are no universal principles that are suitable in all cases without transformation, and secondly, that teaching conditions largely determine the composition of general methodological principles.

In concluding this section, it is necessary to dwell on one more fundamental position. In the 70-80s of the last century, a number of domestic methodologists (V.A. Bukhbinder, E.I. Passov, V.L. Skalkin, S.K. Folomkina) came to the conclusion that, in addition to general methodological principles, it is advisable to single out particular methodological principles, reflecting the main provisions of the formation of certain types of speech activity - speaking, listening, reading and writing. An analysis of these attempts shows that the principles put forward in some cases really emphasize a specific approach to teaching one or another type of speech activity. Such, for example, is the principle of situational orientation or the principle of meaningful and emotionally expressive orientation in teaching oral speech.

Conclusion

Recognizing in general the expediency and scientific reliability of particular methodological principles in teaching foreign languages, a hierarchy of principles can be established, which was proposed by E.I. Passov (Passov E.I., 1989, p. 41). The upper floor is made up of general didactic principles as the most general. This is followed by general methodological principles covering the main patterns of mastering a particular subject, in our case, a foreign language. Finally, more specific ones, relating to teaching only certain types of speech activity, are particular methodological principles. We emphasize that the last principles need further development, namely in terms of identifying features specific to a particular type of speech activity and establishing a specific application of general methodological principles, and not a simple repetition of the latter.

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