



FEATURES OF THE PRINCIPLES OF INTEGRAL TEACHING OF A FOREIGN LANGUAGE IN THE SYSTEM OF CONTINUING EDUCATION

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Annotation

In this article, the specific features of the principles of permanent foreign language teaching in the continuous education system are considered, and suggestions based on the experience of foreign countries were defined.

Keywords: foreign language, education, continuous education system, international standards, national progress, communicative skills, methodical principles.

Особенности принципов непрерывного обучения иностранному языку в системе непрерывного образования

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Аннотация:

В данной статье рассмотрены особенности принципов непрерывного обучения иностранному языку в системе непрерывного образования, а также сформулированы предложения, основанные на опыте зарубежных стран.

Ключевые слова: иностранный язык, образование, система непрерывного образования, международные стандарты, национальный прогресс, коммуникативные навыки, методические принципы.

Presidential Decree No. PP-5117 of May 19, 2021, "On measures to bring the activities to promote the learning of foreign languages in the Republic of Uzbekistan to a qualitatively new level", and Cabinet of Ministers Decree No. 312 of the same date "On measures to effectively organize the popularization of foreign language learning" were adopted. The "Agency for the Promotion of Foreign Languages under the Cabinet of Ministers" was established and entrusted with many tasks. Foreign language (English, German, French, etc.) is prepared a complex" program of continuous education "of the Republic of Uzbekistan. This complex is a continuation of the implementation of





the Cabinet of Ministers Decree of May 8, 2013 № 124 "On approval of the state educational standards of the system of continuous education in foreign languages". "In order to prepare curricula for the system of continuous education and to improve the existing foreign language programs (English, French, German, etc.), the State Inspectorate for Quality Control of Education together with the ministries of preschool education, public education and higher and secondary special education created a group of experts composed of 34 scientists-experts in English, German and French.

"On the new development strategy of Uzbekistan for the period 2021-2026"[2] also defined the development of education and science as one of the priority tasks aimed at developing the social sphere, further improving the system of continuous education, expanding opportunities for quality educational services and continuing the policy of training highly qualified personnel appropriated for modern labor market needs. Also based on the introduction of international standards for evaluating the quality of education and teaching, the quality and effectiveness of higher educational institutions is being improved, research and innovation activities are being encouraged with a gradual increase in the admission quotas for higher educational institutions, effective mechanisms for introducing scientific and innovative advances into practice, and specialized research institutes at institutions of higher learning and research institutes are being set up. Special attention was paid to the employment of graduates and attracting them to the sphere of private entrepreneurship[8].

From this we can see that, as in all spheres, in the sphere of higher education it is necessary to comply with normative legal acts, rational use of allocated funds and resources. Continuous education consists in revealing human abilities and educational needs, in ensuring the priority of national and universal values, and leads to harmonization of relations between a person, society and the environment. Further reform of the content of education in accordance with the Law of the Republic of Uzbekistan "On Education"[1], the national training program, ensuring that the quality of trained personnel meets the requirements of the profound economic and social reforms conducted in the country, as well as the progressive world level of education, science, engineering and technology is one of the pressing issues of our time. If we define the continuous education, it is an integral system of education, interconnected on the basis of logical sequence and consisting of stages, developing from simple to complex and requiring each other, according to which the basis of the system of personnel training in the Republic of Uzbekistan is one of the basic principles of state policy in the field of education. In the "On Education" and the





"National Program for Personnel Training" the basis of the training system is written as a separate principle. Continuing education is one of the main components of the national model and has become one of the priority areas that meet the economic, social, scientific, technical and cultural needs of the individual, society and the state. Lifelong learning creates the prerequisites for the training of creative, highly qualified competitive personnel. The functioning of the system of continuous education is provided on the basis of the state educational standards, based on the coordination of educational programs of different levels and includes pre-school education, general secondary education, specialized secondary, vocational education, higher education, postgraduate education, advanced training and retraining of personnel, out-of-school education. The principles of lifelong education are: the priority of education, education, de-mocratization of education-expansion of independence of educational institutions in the choice of styles of training and education, the recognition of education as a major factor of national progress, the inseparable relationship between education and education, the orientation of this process to form a fully developed person and other principles. As we know, the law of the Republic of Uzbekistan about education enumerates the following principles: humanism and nationality of education, continuity and consistency of the education system, opportunity for every person regardless of his/her nationality, religion, scientific and secular nature of the state education system, and preservation of universal and national-cultural values in education. We see that the educational standards are based on a unified and differentiated approach to choice.

Among them, one of the main principles is considered the importance of serious study of foreign languages in educational institutions. State and non-state educational institutions implementing educational programs in accordance with the state standards and in accordance with the system and types of education, scientific and pedagogical institutions carrying out research work necessary to ensure the functioning and development of the education system, state administration bodies in the field of education, as well as subordinate enterprises, institutions and organizations. The education system of the Republic of Uzbekistan shall be unified and continuous: include preschool education; general secondary education; specialized secondary, vocational education; higher education; postgraduate education; advanced training and retraining of personnel; out-of-school education. Traditionally in the methodology of continuous foreign language education there are didactic and methodical principles. Didactics defines the notion of teaching principles as follows: "teaching principles are the main normative provisions that should be followed for learning to be effective". According to Didactics, this principle implies





awareness of the material being taught: facts, patterns, etc. Since the main goal of teaching foreign languages is to develop students' communicative competence, in a modified form this principle implies, first of all, knowledge of actions and operations with the language material to solve the communicative task. However, this concept itself is incomplete and insufficient. In addition, the use of this principle implies knowledge of the content of speech works applied in the process of communication. Finally, in terms of new approaches to teaching this discipline, the application of this principle implies knowledge of the cultural characteristics of the language country studied in comparison with the culture of the native country, as the mastery of communicative competence is possible only with the full assimilation of the language material used in the study of a foreign language, communication and understanding the characteristics of the culture of the people whose language is studied.

According to the principle of science, as in most academic disciplines, the principle of science implies bringing facts and patterns to students in accordance with the current achievements of the science being studied. In the process of teaching foreign languages, we do not aim to master the appropriate language theory. Our task is to form language awareness, communicative skills. Not surprisingly, linguistics and pedagogical grammar are different from each other. Consequently, the principle of scientificity in relation to our teaching subject should be understood as the inadmissibility of using teaching methods that correspond to modern pedagogical achievements, as well as the involvement of outdated views of language[3].

Speaking about the principle of activity in the teaching of foreign languages should refer primarily to the development of speech activity in learning, the need to bring the process of formation of communicative skills on its main parameters to the mastery of a second language in natural conditions. This, in turn, means excellent use of creative tasks. Let us briefly dwell on the principles conditioned by the currently accepted paradigm of the above-mentioned learner-centered approach, namely the principle of learner-centered learning. This principle states that in relation to all academic subjects the student is viewed not as an object of influence of the teacher, but as a subject of the educational process. All classes are therefore based on the students' personal development, interests and aptitudes. As for the foreign language, the meaning of this principle is that the student should strive for independent and creative participation in communication.

The principle of learning a foreign language in a system of continuing education in relation to an academic subject that focuses on the continuing education of students includes the following points:

- natural education;





- autonomy, allowing the implementation of the subjective position of students in education;
- differentiated and individualized approaches, allowing to create their own educational path;
- active nature of education, its communicative and cognitive orientation;
- socio-cultural orientation, involving students in a dialogue of cultures.

The principle of activity-based education is essential to the restructuring of the entire education system. It means strengthening the external and internal activity of the student in relation to all academic subjects. This can be seen as a new interpretation of the action principle. As for the foreign language, this principle implies an increase in the proportion of the use of speech activity of students, including group, collective forms of learning. In addition, exercises aimed at the assimilation of receptive or productive language material should, if possible, be creative, imitating real communication. The development of internal activity should also play a smaller role. This means that, for example, the work on the text should be connected with the solution of mental tasks, it is advisable to combine exercises with the solution of conditional communicative tasks with the language material, etc. All this contributes to the internal activity of students. Thus, the use of didactic principles determines the nature of language learning.

After considering the application of general didactic principles in the construction of the process of teaching a foreign language, let us dwell on the general methodological principles that determine the specifics of teaching a particular language.

They are largely determined by the specificity of the science of "foreign language", as well as by the understanding of linguists and psychologists of the peculiarities of language acquisition at a certain stage of scientific development. Therefore, such stylistic principles have changed, new ones have appeared, old ones have disappeared. In domestic methodology over the past two or three decades, various methodologists have encountered a different set of principles. In our opinion, this circumstance can be explained by the fact that in the 60s and early 70s there were heated debates about the methodology of teaching foreign languages, the authors proposed a different set of such principles, using past and foreign experience. Of course, the echoes of these heated debates remain to this day. Therefore, below we will consider the general stylistic principles that, from our point of view, seem undeniable.

The notion adopted in many manuals is insufficient. Mastering a language is inextricably linked to mastering the culture of the country of the language being studied. The fact is that understanding in the process of communication is associated not only with the possession of the linguistic material, but also with mutual knowledge





of the main part of speech, that is, its content, including knowledge. The cultural features of the countries whose representatives speak are called background knowledge. The lack of background knowledge in the process of communication can lead and cause misunderstanding. Consequently, the communicative orientation of the language learning process also implies acquaintance with the culture of the country of the target language. Only in this case the formation of language consciousness is achieved (albeit to a limited extent) - a prerequisite for the implementation of the act of communication.

Recently, attempts have been made to clarify the principle of communication. Thus, according to N.D. Galskova, this principle implies support for" the process of studying a real foreign-language text as a communicative unit, in which signs of a foreign-language community are represented. Shchepilov recognizes the principle of authenticity as not only the authenticity of the text material, but also the authenticity of the learning activity[4].

To the next methodological principle - the principle of native language support None of the principles put forward in the national methodology in the 60s of the last century has been subjected to such harsh criticism. Compiled by Academician L.S. Scherbay[6]. This principle is based on the premise that the native language, in particular, has a negative impact on the assimilation of the language material being studied. A number of foreign methodological systems, such as the direct method and the Palmer method, try to avoid this phenomenon by ignoring any possibility of a native language. Misunderstanding this principle during the debate, a number of methodologists who observed the dominance of the native language in the 1950s have also abandoned this principle. Thus, the principle we are considering requires taking into account the difficulties encountered in teaching vocabulary, grammar, and phonetics due to the differences in the native language and the languages being studied, and building the learning process with these difficulties in mind. In this regard, the concept of pedagogical grammar built with the native language in mind has emerged. However, in today's context, oriented toward the formation of intercultural dialogue, this is not enough.

The fact is that the culture of the country of the target language is absorbed better and more fully than the culture reflected in the native language, and the culture itself is more fully understood by students. Therefore, this addition looks quite fair. Let us turn to the next principle developed by Academician Shcherba[7], the principle of differentiated learning depending on the goal of mastering the language material. In other words, this principle implies productive or receptive learning of language material. The essence of this principle lies in the fact that for the assimilation of





language material in order to use it in oral speech is formed, on the one hand, understanding in the perception of the sound or written text, and on the other hand - different knowledge and skills. When using the dictionary, for example, in colloquial speech, it is important to know not only the word, its grammatical forms, but also its use, possible combinations with other words. When perceiving sentences, there is no need to know the correspondence of a word, because in a sentence it is given in a ready-made form. On the other hand, it is important to be able to distinguish this or that word from similar ones, to be able to determine the meaning based on the narrow and broad context. Naturally, different knowledge-based skills require different development, that is, special exercises. The need to take into account this principle is confirmed by the data of cybernetics and information theory.

Let us move on to the next principle-principle of interconnected and parallel study of different types of speech activity (speaking, 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, when the assimilation of language material is based on the use of all types of sensations: kinesthetic (pronunciation), sound, visual and hand movements-faster and stronger. However, this is only one aspect of the application of this principle. When oral speech and reading are taught in an interconnected way, they contribute to each other's formation. A reading text can serve as the basis for speech development. A certain amount of vocabulary acquired during reading can be used in oral speech. Oral speech, in turn, reinforces sound-motor images of words, grammatical forms, facilitates memorization, and thereby promotes reading. Finally, written speech facilitates oral speech. Not without reason, before speaking, even in our native language, we briefly state our future. By the way, let us note that taking into account the impact of the last given fact has created its own concept of teaching adults to foreign languages. From this we can see that this principle is of great importance for the construction of the learning process.

The essence of the principle of negative language experience proposed by academician Scherbaev is that correction of mistakes, i.e. the ability not to speak, not to write, etc., contributes to development of correct use of the material, since not only knowledge of how to use, for example, language material, but also how to do it is impossible. This principle is opposite to the position of behaviorism (behavioral psychology), according to which it is necessary to create conditions for errors not to occur, and if they occur, they must be immediately eliminated. It is easy to understand that mistakes cannot be avoided at all. We also make mistakes in our own language. And using the principle in question turns error correction into a means of assimilation.





Concluding the consideration of general methodological principles, we should dwell on another main issue. The fact is that we have not in vain emphasized the extension of the principles considered to the construction of the learning process in certain conditions. Their application can and should vary depending on the learning environment. Thus, when teaching a foreign language in continuing education you can not rely on the native language, because children do not know the basics of their native language. Therefore, we can only talk about relying on the mother tongue. In addition, we cannot use the principle of parallelism and the principle of interconnected teaching of different types of speech activity. In such circumstances, there can only be oral instruction. One should not think that the principles change only depending on the age of the audience. There may be changes depending on the composition of the group or class. Imagine that a class consists of students who do not share a native language with a teacher who does not speak the language. The group could be made up of people with different mother tongues. Neither in the first nor in the second case can the teacher rely on the principle of arithmetic orientation to the mother tongue. The above examples show, first, that there are no universal principles corresponding in all cases without transformation, and, second, that the teaching conditions largely determine the content of general methodological principles.

To conclude this part, it is worth dwelling on another key position. Such methodologists as V.A. Buchbinder, E.I. Passov, V.L. Skalkin, S.K. Folomkina came to the conclusion that in addition to the general methodological principles it is advisable to allocate separate methodological principles. It reflects the basic rules of formation of separate types of speech activity - speech, listening, reading and writing. The analysis of these attempts shows that in a number of cases the principles put forward do emphasize a specific approach to teaching a particular type of speech activity. For example, such is the principle of situational orientation or the principle of meaningful and emotionally expressive orientation in the teaching of oral speech. In other cases, it is a repetition of general methodological principles or even general didactic principles with refinement. As an example of the first case is the following principle: teaching reading in a foreign language should be based on the students' reading experience in their native language, which fully corresponds to the general methodological principle of considering the native language. The second example is the principle of word-intellectual activity, which is a perception of the general didactic principle of activity. In our opinion, such private principles are possible in two cases: if they reflect the fundamental regularity of the formation of skills of a given type of speech activity or a radical improvement of the general methodological principle. In general, we can say that research on this issue is yet to come. As for the principles of





teaching individual sections of language material, their analysis shows a certain remoteness.

E.I. Passov recognized the appropriateness and scientific validity of individual methodological principles in teaching foreign languages. In general, consists in the beginning of the general didactic principles. Then come the general methodological principles, covering the basic regularities of mastering a particular science, in our case a foreign language. Finally, more specific ones, related to teaching only certain types of speech activity, are separate methodological principles[5].

Let us note that, summing up, the latter principles require further development, i.e. in terms of identifying the features inherent in a particular type of speech activity, and establishing the specific application of general principles, rather than simply repeating the latter features.

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