



## THE SPECIFIC METHODOLOGICAL PRINCIPLES OF TEACHING A FOREIGN LANGUAGE

**Submission Date:** February 20, 2022, **Accepted Date:** March 05, 2022,

**Published Date:** March 14, 2022

**Crossref doi:** <https://doi.org/10.37547/philological-crjps-03-03-03>

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**Journal Website:**  
<https://masterjournals.com/index.php/crjps>

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### ABSTRACT

The learning process is very voluminous and multifaceted. It is hard to imagine that all principles can be relevant for the whole process. Under the principles of learning, it is customary to consider the main provisions that determine the nature of the learning process, which are formed based on the chosen direction and approaches corresponding to this direction. The success of training largely depends on the methodology of the teacher of a foreign language, on his ability to use various modern methods in the context of solving specific educational problems. In this article, materials are presented that reflect the modern experience of teaching a course in teaching foreign languages.

### KEYWORDS

Teaching foreign languages, principles of learning, cognitive principles, solving specific educational problems.

### INTRODUCTION

Formulated learning principles will help decide how and what learning content to select, what materials and techniques to use.

Foreign methodologists note the importance of linguistic, psychological and didactic factors in teaching a foreign language, however, the concept of



"learning principle" is not a basic category of foreign methodology and is currently rarely found in publications, probably because the term itself implies the dominant role of the teacher in the educational process, which is rejected by modern methodologists [1-3].

It should be noted that some authors recognize the need to take into account the principles of teaching and learning and highlight the following:

- Cognitive principles: the principle of automation of speech units (automaticity); the principle of using intrinsic motivation (intrinsic motivation principle); the principle of using the student's contribution (strategic investment principle) - his time, effort, individual abilities, etc. - and several other principles;
- Emotional and psychological principles (affective principles): the principle of "linguistic self" (language ego), which means that when mastering a foreign language, a "second self" is formed in a person, affecting his feelings, emotions, behaviour, etc.; the principle of interconnected mastery of the language and culture of the country of the language being studied (language-culture connection). You should also take into account such qualities as self-confidence, self-esteem, the ability to experiment and take risks when using new material in the process of speech imitation in a foreign language (risk-talking);
- Linguistic principles (linguistic principles): taking into account the influence of the native language on mastering a foreign language (native language effect); taking into account the peculiarities of mastering the language being studied as an intermediate language system (interlanguage is a constantly changing language system that is located between the native and studied languages

and is inherently individual for each student; it improves as the language is mastered, approaching the system of the language being studied); the principle of communicative competence in the process of teaching a foreign language.

Both in domestic and foreign methods, there is no consensus regarding the classification of the principles of education. In the domestic methodology, many of the concepts described above are considered within the framework of the linguistic or psychological foundations of education and are not considered principles, since the term "principle" is most often applied to the didactic and methodological foundations of education [4-7].

## MATERIALS AND METHODS

Methodological principles describe and concretize the specifics of teaching a foreign language in more detail. This group includes: the principle of communicative orientation, taking into account the peculiarities of the native language, the principle of interconnected learning of all types of speech activity, the principle of functionality, oral advance, approximation, as well as several other principles that are formulated by the authors depending on the chosen approach to learning. The principle of oral basis and the principle of oral advance are rooted in the direct method. In 1880, F. Guen wrote that oral speech should precede written speech. This proposition was picked up by the American non-straightforwardness and became one of the basic ones in their methodology [8-11]. The essence of this principle is that oral speech appeared earlier than written one, and a person learns his native language first in oral form, written speech is only a fixed oral speech, therefore, you must first learn to speak and understand, and this will already provide both the ability to read and the ability to write.



Based on this principle, for a long time (from six months to two years) speech is taught on an oral basis, i.e. without reading texts and without writing. In miniature, this approach in many modern textbooks has taken the form of so-called oral introductory courses (from two weeks to four months). The introduction of the oral basis principle raises both theoretical and practical objections: most people have visual and mixed memory, not auditory; one of the immutable provisions of psychology is the following: the more analysers are involved in assimilation, the stronger it is; the practice has shown that after oral introductory courses, the transition to reading and writing is difficult [12-17].

Soviet Methodists, who were guided by the well-known position of I.P. Pavlov about the leading role of the motor speech analyser, the principle of verbal advance was put forward [18]. It seemed very fruitful, its interpretation, however, most often not accurate. In particular, they write that in the implementation of this principle, we are talking only about the oral introduction of the material, but basically, everything is based on the processing of written texts. In practice, this is exactly what happens. But this hardly compromises the principle itself. The principle provides for:

- 1) Not just the introduction, but the automation of a certain dose of speech material before proceeding to the text;
- 2) The use of the text as a visual reinforcement and as a "content-based" for further work;
- 3) A lot of work orally after the text.

The principle of complexity involves the joint assimilation of all four types of speech activity. However, simply the joint, parallel existence of types of speech activity is not yet complex. The main thing is to ensure their mutual influence on each other with the

leading role of each of the species alternately at different segments of the learning process.

**The principle of taking into account the native language of students.** Representatives of various methodological systems put forward different principles regarding the native language of students. Thus, supporters of direct and natural methods proclaim the principle of excluding the native language of students from the learning process. Others put forward the principle of relying on the native language, others - the principle of taking into account the native language of the students. The principle of relying on the native language suggests that in the lesson the student must constantly compare the forms of two languages, analyse their similarities and differences to comprehend the structure of languages in detail. However, this is aimed at theoretical understanding, but not at practical mastery. The principle of taking into account the native language is aimed at the practical mastery of foreign language speakers. This is served by such an organization of speech material that helps to prevent interference from the native language; the implementation of the principle is facilitated by the appropriate organization of the process of assimilation of foreign language forms (lexical units). This aspect is significant for the teacher, who ensures the prevention of errors, foreseeing them in advance. Thus, the principle of taking into account the native language is, as it were, hidden from the student. It should be noted that it can be effectively implemented in a monolingual classroom, while in international classes, where students who speak different languages are gathered, it is more difficult for the teacher to take into account the peculiarities of the native language of all students.

**The principle of synthesizing assimilation.** E.I. Passov refers here to several principles [19]. Firstly, the actual principle of synthetic assimilation of the material, put



forward by G. Palmer. In the author's opinion, synthetism will force one to avoid analysis and translation. Abundant listening to the material, which G. Palmer presupposed for the entire process of assimilation, really confronted the student with the need to intuitively grasp the whole without analyzing it. Secondly, it is the principle of global perception of structures put forward in the audiovisual method, which goes back to Palmer's synthetism. It is also assumed that the student only listens to entire structures without analyzing them, without translating, imitating and reproducing. Thirdly, this group also includes the principle of assimilation of vocabulary in a phrase, proposed by the straight men and revived in recent years. The principle of programming communicative activity in exercises was put forward by A.P. Starkov. "Any rational system of education," writes A.P. Starkov, is the programming of the corresponding activity" [20].

A.P. Starkov includes in it the selection of language material for exercises, the selection of the exercises themselves in accordance with the stage of learning, the observance of one difficulty, the modelling of reality using visualization [22-27].

**The principle of unity and heterogeneity of goals and ways of learning.** In 1967, an article by P.B. Gurvich, in which an attempt was made for the first time to formulate purely methodological principles in full. Here is how P.B. Gurvich: "If the goal is the use of words in sentences (in speech), then this does not exclude, but, on the contrary, implies a certain work with an isolated word; if the goal is the assimilation of language material to the level of receptive proficiency, the path to this goal may lie through reproductive and productive exercises..." [28].

The principles of complementarity were proposed by P.B. Gurvich. There are four of them: voluntary and

involuntary; conscious and automated actions; memorized and creative; directed and free action. Summing up the analysis of various principles, E.I. Passov proposed the following hierarchy of principles:

- Principles of the first rank (general didactic), which underlie the teaching of any subject, including a foreign language;
- The principles of the second rank (general methodological), underlying the teaching of a foreign language in general;
- Principles of the third rank (private methodological), which underlie the teaching of one or another type of speech activity;

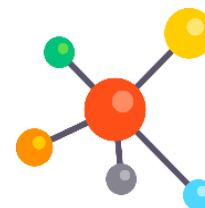
principles of the fourth rank are those that are significant for a narrower area of education (for the use of TTA, for teaching the grammatical side of speech activity, etc.) [29-33].

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