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DEVELOPMENT OF INNOVATIVE PRINCIPLES IN TEACHING FOREIGN LANGUAGES.

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Annotation: This article discusses the new methodological principles of teaching foreign languages at the university. Currently, there have been significant positive changes in the language education system. And the effectiveness of the development of new methodological principles of teaching foreign languages is continuously increasing.

Keywords: efficiency, communication, support, predisposition, structure, stability

Аннотация: Данная статья обсуждает методологические принципы обучения иностранных языков в высших учебных заведениях. В последнее время произошли значительные позитивные изменения в языковой образовательной системе. И эффективность развития новых методологических принципов обучения иностранным языкам постоянно увеличивается.

Ключевые слова: эффективность, связь (коммуникация), поддержка, структура, стабильность.

Annotatsiya: Ushbu maqolada oliy o'quv yurtlarida chet tillarini o'qitishning metodik tamoyillari muhokama qilinadi. So'nggi yillarda tillarni o'qitish tizimida sezilarli ijobiy o'zgarishlar ro'y berdi. Chet tillarini o'qitishning yangi uslubiy tamoyillarini samarali rivojlantirish muttasil oshib bormoqda.

Kalit so'zlar: samaradorlik, aloqa (kommunikatsiya), qo'llab-quvvatlash, tuzilma, barqarorlik.

Introduction. Modern methods of teaching FL, bringing to the fore the study of the student's personality as the central figure of the teaching process, puts new emphasis on the requirements for the content of educational material, as well as on motivation as a decisive factor in the success of the entire learning process of FL.

A strong motivation to study FL can be maintained and maintained only if there is a good emotional mood, which largely depends on the environment in which the students are. True language communication occurs where there is a need for an exchange of opinions. Decisive is the behavior of the teacher who determines the microclimate in the study group – it is always a collective of individuals and the effectiveness of assimilation of the presented speech material will be the envy of a clear individualization of methodological techniques in accordance with the characteristics of the personal properties of the trainees.

Analysis of the literature on the topic. The teacher needs to get acquainted with the interests, inclinations, requests, as well as the erudition of students in the shortest possible time and, based on the knowledge of the individual creative abilities of the trainees, their sociability, peculiarities of thinking, types of perception, memory, determine the optimal forms of organization of educational material. You can learn to speak only by speaking. Therefore, the task of the teacher is to get students to talk, to mobilize, to activate their speech potential, to help them overcome psychological stiffness, to captivate the subject of conversation, a non-standard form of classes. Therefore, the modern methodology of teaching FL more and more often abandons everyday topics and recommends giving only lexical and grammatical

structures that students can use in their own statements in many contexts, varying considering individual characteristics.

The effectiveness of the development of new methodological principles of teaching is incomparably increased if the complex of linguistic, sociolinguistic, psycholinguistic, didactic and other data is comprehensively considered.

Methodological principles teaching and learning are built in the global educational space, as a rule, from the description of the linguistic situation in a particular region, the degree of stability of national-foreign bilingualism, the proximity /remoteness of national and foreign languages, common and local traditions of language construction, the peculiarities of interethnic relations, the duration of their history, etc. In addition, the most frequently encountered interfering phenomena that cause difficulties in assimilation of the corresponding FL are subject to accounting.

Analysis and results. It is especially necessary to rely on the data of psychology and psycholinguistics when developing a comprehensive program "FL as an academic subject". This is considering the reflection in the minds of bilinguals of the systems of two languages – native and studied, the patterns of their combination and complementarity, the mechanism of switching from one language to another. Further improvement of the methodology of teaching FL involves the formulation of consistent work on the systematization of knowledge.

The newly acquired language material by the learner should not only be sufficiently fixed, but it must be supplemented and developed with other derivationally correlated language units based on the most typical rules for understanding and constructing foreign language speech. This is one of the leading prerequisites for achieving genuine optimization of FL training. However, for its true implementation, it is necessary to intensify the study of the theoretical and applied foundations of methodological support for teaching FL in a particular national school.

The problem of creating a scientifically and methodically sound grammatical minimum in the appropriate language for students of a particular national contingent is very acute. It is the absence of such that in many ways hinders the restructuring in achieving active national-foreign bilingualism.

The fact is that the descriptive study of linguistic phenomena relies on native speakers of their native language for everyday active (natural) speech practice. The goal of the national school in teaching foreign languages is to solve, first of all, the tasks of practical assimilation of the selected foreign language material. And for this, the primary role should be played by all kinds of exercises that are organized and practiced based on a minimum of necessary rules and generalizing information.

Thus, the actual task of the national school in teaching foreign languages is considered to be the development of foreign language speech among students. For

this training, the FL should rely on a didactically optimal system. First of all, this is a full-fledged lexical support for teaching and learning. When selecting words, it is important to consider the criterion of comparability. In accordance with it, the part of the foreign language vocabulary that differs in any way from the correlated vocabulary of the national dictionary is established. It is this vocabulary that is subject to priority development in the learning process of the FL. Methodically competent provision of vocabulary assimilation also requires closer attention to the issues of semantics, i.e., to determine the degree of proximity /remoteness in foreign-national lexical parallels, to consider the plan of expression of the word in question, to highlight particularly characteristic properties in the semantic structure of words, etc.

There is also an obvious need to create a comprehensive educational dictionary based on the implementation of the principle of frequency and correspondence / inconsistency of the material with the data of the native language of students.

The ultimate goal of the practical orientation of the FL course at the national school is "language proficiency", which implies:

- 1) understanding the linguistic side of texts;
- 2) the ability to build texts in the language being studied.

Moreover, such a skill should be relatively free, i.e. with a sufficient breadth of situations used. To achieve this effect, it is necessary to train reading skills and assimilation of the grammatical minimum. Hence, the main attention should be paid to the issues of developing stable skills for building a minimum of texts, distinguishing this work from a simple output of a finished text. And if at the initial stage of training it is possible to be satisfied to some extent with a small set of ready-made stamps, then situational complexity and thematic diversity of the constructed texts already turns out to be impossible without a grammatically correct combination of words.

Conclusions and suggestions

Based on the above, it is possible to formulate the following requirements for the linguistic description of the FL for educational purposes:

- the description should be subject to the principle of relativity, i.e. orientation to the addressee – linguodidact, engaged in the creation of textbooks or textbooks on FL;
- the description should be able to perform the following functions: educational, systematizing, reference and normative;
- the description should give an idea of the systemic nature of the language as a whole and the specifics of the systemic organization of each language level; it should contain a thorough analysis of inter-level connections and relationships; the description should be characterized by a diachronous-synchronous approach to the

system, because this approach will help to reveal trends in its development, identify activated or, conversely, archaic structural elements and their ratios;

- due to the dynamism of the language, the description should capture not only what is stable in the language, but also what is still on the periphery, but tends to move towards the core;

- the description should be based on the most important provisions of theoretical linguistics and the inseparable unity of language and speech, which means that in the process of selecting language tools, preference should be given to those that are actively used in modern speech and represent the material for constructions necessary and sufficient for speech activity in certain areas of communication, the description should demonstrate functional assignment of basic units;

- the description should record not only the language norm, but also its variants, their functional and stylistic distribution;

- the description should show how and in what areas the literary norm interacts with the norms of other varieties of FL in its national status;

- the description should reflect the subject-situational relationship of language means, in particular, it should register the equivalence of individual units in order to provide an acceptable choice when solving speech problems.

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