

## **METHODS AND PRINCIPLES OF TEACHING FOREIGN LANGUAGE**

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**Annotation:** This article examines the key methods and pedagogical principles used in teaching the foreign language. As a minority language with unique phonological, grammatical, and cultural characteristics, foreign requires an integrated instructional approach. The study highlights communicative methods, structural techniques, and technology-enhanced learning, while emphasizing fundamental principles such as learner-centered instruction, cultural relevance, and gradual progression.

**Key words:** Foreign language; language teaching methods; communicative approach; grammar-translation method; audio-lingual method; task-based learning; language teaching principles; learner-centered instruction; cultural integration; authentic materials; phonetics; language preservation.

The concepts of “method” and “principle” are widely used in pedagogy, which serves as the general theory of teaching. Didacticians (educators) interpret the term “method” as the way in which a teacher and a student work to acquire knowledge, skills, and competences, as well as to form learners’ worldview and create conditions for cognition.

It is well known among specialists that this educational concept has numerous definitions and descriptions. General teaching methods have been developed for school subjects that teach the foundations of science. Taking into account the characteristics of each school subject, specific methods for teaching foreign languages have been designed within methodology.

In the sciences that study education (pedagogy and specialized methodology), the term “principle” also represents particular concepts. According to Professor Y. I. Passov, “a principle is the foundation of the building called the teaching process.” In the theory of knowledge, information is given about the fact that there are no principles in nature—only laws. The term “principle” is used in the sense of “a guiding rule, basis, law, or regulation.” Various systems of principles are presented in

pedagogy. Methodologists of foreign language teaching make effective use of pedagogical research, but they do not accept these principles unchanged or passively; rather, they apply them by taking into account the specifics of the subject being taught.

Many authors have proposed dozens of principles within the methodology of foreign language teaching. The application of methods in foreign language teaching has a long history, while principles are comparatively newer methodological terms. This is because in earlier times principles were regarded strictly as didactic concepts. Pedagogical principles are used in language teaching methodology as well, but the goals, content, and conditions of teaching are directly considered. Didactic principles are applied in all school subjects.

The great Czech educator Jan Amos Comenius first formulated principles in the seventeenth century, and they have remained relevant to this day, although their definitions and interpretations have undergone a number of changes. The name of this method is usually used in the plural as “translation methods.” Its meaning is easy to understand from the name itself: foreign language material is translated into the native language. In Europe, first Greek and later Latin were taught using translation as the main means of comprehension. In the second half of the 18th century and throughout the 19th century, French was taught through translation; in the 20th century this approach was also applied to English, and finally to German.

The main reason for the emergence of the name *Direct Method* lies in the fact that, during instruction, the native language is avoided and an attempt is made to establish a direct association between the foreign-language word and the object it refers to. The same methodological approach was applied in teaching foreign language grammar: instructors aimed to create a direct connection between grammatical meaning and form. The main goal pursued by these methods is to teach the foreign language from a practical perspective. The conditions under which the native language is learned were accepted in this method without any modification.

**Didactic principles in teaching.** Over the centuries, thousands of rules and ideas proposed by educators have been generalized and scientifically substantiated as didactic (educational) principles. A system of didactic principles, derived from teaching experience and tested successfully across different periods, has been created.

Despite differences in their names and essence, the following didactic principles have gained a solid place in modern pedagogy and are widely accepted by most educators and methodologists: educational and moral development, consciousness, activity, visual aids, systematicity (consistency), individual approach, thorough mastery of knowledge, and alignment with the learner’s abilities.

It is natural that these widely recognized principles are applied in a subject-specific manner in each school discipline. The principle of educational and moral development, for example, aims to guide the upbringing of the growing generation in a comprehensive manner. The principle of **consciousness** has represented different concepts in methodology over time. For example, in the 1950s, “consciousness” referred to learning rules related to language material or performing translations. Comparison with the native language was the central idea of this principle. In this context, the principle of “relying on the native language” was established. The term “relying” was understood, in other words, as “translation.”

At that time, rules about foreign languages were so deeply entrenched that all language material—from letters and sounds to entire texts—was subordinated to demonstrating theoretical knowledge. Knowledge of rules was considered on the same level as general educational goals, meaning that learners strove to understand the foreign language system in depth. In short, the process resembled learning abstract information about the language rather than practical mastery of the language itself—an approach that, from today’s perspective, is clearly non-methodical.

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