

**THE MAIN PEDAGOGICAL PRINCIPLES UNDERLYING THE
TEACHING OF LANGUAGES TO YOUNG LEARNERS**

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Abstract: *a pedagogical principle is expressed at different levels, from the very abstract down to the micro context of individual teacher beliefs that form the basis for his/her planned and spontaneous classroom action.*

Pedagogic is the science concerned with the teaching and education of the younger generation. Since methods also deal with the problems of teaching and education, it is most closely related to pedagogics. To study foreign language teaching one must know pedagogics. One branch of pedagogics is called didactics. Didactics studies general ways of teaching in schools. Methods, as compared to didactics, studies the specific ways of teaching a definite subject.

Keywords: *principle, science, opportunity, habit, vocabulary, learner, communication, didactic.*

**ОСНОВНЫЕ ПЕДАГОГИЧЕСКИЕ ПРИНЦИПЫ, ЛЕЖАЩИЕ В
ОСНОВЕ ПРЕПОДАВАНИЯ ЯЗЫКОВ ДЛЯ МОЛОДЫХ
УЧАЩИХСЯ**

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Аннотация: педагогический принцип выражается на разных уровнях, от самого абстрактного до микро контекста убеждений отдельных учителей, которые формируют основу для его/ее спланированных и спонтанных действий в классе.

Педагогика - это наука, связанная с обучением и воспитанием молодого поколения. Поскольку методы также решают проблемы преподавания и обучения, они наиболее тесно связаны с педагогикой. Чтобы изучать преподавание иностранного языка, нужно знать педагогику. Одно из направлений педагогики называется дидактикой. Дидактика изучает общие способы обучения в школах. Методы, по сравнению с дидактикой, изучают конкретные способы преподавания определенного предмета.

Ключевые слова: принцип, наука, возможность, привычка, словарный запас, учащийся, общения, дидактика.

Nowadays there are great opportunities to teach English to young learners. Because the President of Uzbekistan is creating a lot of opportunities to learn English. So English teachers began to teach English to the 1st form at the beginning of 2013-2014 school years. You know young children like games. We think they should be taught English by playing more interesting games which are played by using easy vocabulary games or grammar games such as “to be”, or “have got” and so on [1].

Nowadays teaching foreign languages is compulsory from the first grade at a primary school in the Republic of Uzbekistan. The advantage of an early start is that young children are really enthusiastic about learning new things – especially languages.

A pedagogical principle is expressed at different levels, from the very abstract down to the micro context of individual teacher beliefs that form the basis for his/her planned and spontaneous classroom action.

Pedagogic is the science concerned with the teaching and education of the younger generation. Since methods also deal with the problems of teaching and education, it is most closely related to pedagogics. To study foreign language teaching one must know pedagogics. One branch of pedagogics is called didactics. Didactics studies general ways of teaching in schools. Methods, as compared to didactics, studies the specific ways of teaching a definite subject.

In foreign language teaching the teacher forms and develops (in) pupils' pronunciation habits, grammar habits, lexical habits and other habits. Since habits are the result of repeated action in the same line pupils can acquire habits by constant steady drill, repeated drill. Therefore, the teacher should remember

when organizing pupils learning that drill should be constant and accurate. This implies correct copy, clearly presented and easy for imitation and reproduction, given under motivating conditions which will lead to skills. Since skill is the ability to do something well and in language learning skills are pupils' ability to use the target language for communicative needs, the teacher should form and develop such language skills as listening comprehension, speaking, reading, and writing.

Methods of foreign language teaching are most closely related to linguistics, since linguistics deals with the problems which are of paramount importance to methods, with language and thinking, grammar and vocabulary, the relationship between grammar and vocabulary, and many others. Methods successfully use, for example, the results of linguistic investigation in the selection and arrangement of language material for teaching. It is known that structural linguistics have had a great impact on language teaching. Teaching materials have been prepared by linguists and methodologists of the structural school.

In order that the pupil's interest may be secured and retained the speech material taught must:

- a) Be arranged and presented according to spheres of interest;
- b) Proceed from, and centre round, the pupil's own self – his most natural object of interest – diverging from, not converging to, that centre;
- c) Be at once new and definitely associated with objects in which an interest already exists;
- d) Correspond to the pupil's age and powers; be neither too childish, nor too abstract and difficult for understanding;
- e) Not be too easy; present some difficulty and yet a definite prospect of successfully overcoming it, – seeing that interest largely lies in successfully.

Methods of foreign language teaching have a definite relation to physiology of the higher nervous system. Pavlov's theories of conditioned reflexes, of the second signaling system and of dynamic stereotype are the examples. Each of these interrelated theories bears a direct relation to the teaching (of) a foreign language.

According to Pavlov, habits are conditioned reflexes, and a conditioned reflex is an action performed automatically in response to a definite stimulus as a result of previous frequent repetitions of the same action. Pavlov showed that man's higher nervous system of organic structures within the nervous system. This system is developed only in man. It enables the brain to respond to inner stimuli as it responds to outer stimuli or signals perceived through the sense organs. Pavlov named this the second signaling system. Consequently one of the forms of human behavior is language behavior. Speech response to different communication situations. Therefore in teaching foreign language pupils should acquire the language they study as a behavior, as something that helps people to communicate with each other in various real situations of intercourse.

Pavlov's theory of dynamic stereotype also furnishes the physiological base for many important principles of language teaching, e.g., for the topical vocabulary arrangement.

This is the first of two articles by Scott Thornbury for Teaching English: "A language teaching method is a single set of procedures which teachers are to follow in the classroom. Methods are usually based on a set of beliefs about the nature of language and learning."

The main pedagogical principles underlying early language learning

Principle is defined as a guide to action. Methods of teaching foreign languages are based on the fundamental principles are didactics. They are as follows:

- The principle of educative instruction;
- The principle of Consciousness;
- The principle of Activeness;
- The principle of Visualization;
- The principle of Consecutiveness;
- The principle of Systematises;
- The principle of Accessibility;
- The principle of Durability [2].

The principle of educative instruction.

In foreign language teaching the principle of educative instruction is chiefly realized through the ideological contents of the texts and sentences used. All the texts in the foreign language included in the text-books and in the books for supplementary reading must be of educative value and either expressive of, or consistent with social ideology.

Not only the texts, but also the sentences in the exercises, in the illustrations, given in the text-books or composed by the teacher must be meaningful and, of educative value.

The principle of Consciousness.

Consciousness as a principle of didactics or in one of the two main senses of this word is knowledge and understanding by the learner of what he or she is doing.

The basic requirement of sound foreign language method that the pupils should be taught from the beginning not meaningless sounds, and not lifeless isolated words, whose meaning is only potential and unrealized, but meaningful sentences and living speech, is directly inferable from both the didactic principles of consciousness and activeness [3].

The principle of Activeness.

In foreign language teaching activeness is variously realized as stated in the following eight points:

- the pupils should be taught from the beginning sentences and living speech not sounds and words;

- The pupils must be taught to think from the beginning not in their mother tongue, but in the foreign language;
- The teacher must do all he can to cultivate in the pupils their power of guessing, at the same time constantly controlling its use;
- In the early stages the teaching of the foreign language should be based on speech;
- The pupils must to the greatest possible extent speak and act what they speak, perform series of actions, at the same time telling about those actions.
- Throughout the course practise must precede theory;
- A wide use of chorus work will ensure the active participation of all the pupils in the work of the class;
- The work in the small groups will be carried on.

The principle of Visualization.

The use of visual aids develops the pupil's habits of speech, enhances the emotional influence of visual impressions causing the desire to speak.

Visuality as applied in foreign language teaching is two kinds:

- Material, consisting in the demonstration of objects and actions;
- Graphic, consisting in the use of pictures, tables, and diagrams.

The principle of Consecutiveness.

The sequence must be observed from the known to the unknown, from the simpler to the more complex, and from the proximate to the more distant.

The principle of Systematises.

This means that the whole course, the work of each year, and each lesson must be conducted according to a well – thought – out general programme, syllables for the year, or outline (detailed plan) of the lesson.

The principle of Accessibility.

The subject-matter the instruction must:

- Correspond to the age of and mental powers of the learners;
- Be neither too difficult, nor too easy or too childish for them;
- Be rightly dosed, i.e. be neither over-abundant, nor scarce;

In counlusion teaching English to young learners is a really hard job. However, to show pupils that even learning English could be funny and interesting, should be one of the way to deal with the grammar teaching.

Using various methods in teaching English can be more or less worthy and useful with young learners.

On the other hand, as it has been stated using games whilst teaching and explaining grammar rules or structures, is definitely very effective and brings them amusement.

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