

Литература

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*S. M. Baymuratova (Nukus, Uzbekistan)
Karakalpak State University*

The bases of learning and teaching a foreign language

In the article it is necessary to pay attention on those basic statements in which the most essential parts of activity are reflected and generalized. That means the methodical principles underlying teaching.

Keywords: language, principle, teaching, method, communication

В центре внимания в статье находятся основные положения, в которых отражены и обобщены наиболее существенные элементы учебной деятельности. Автор рассматривает методические принципы и подходы, лежащие в основе обучения языкам.

Ключевые слова: язык, принципы обучения, метод, коммуникация

Principles of teaching are understood as starting statements which determine the purposes, the contents, methods and the organization of teaching and are shown in interrelation and interconditionality. In our case principles are used to define strategy and tactics of teaching English language at all stages practically in each point of educational process.

As far as the result of teaching of pupils foreign language is formation their skills of using language as means of intercourse, the leading principle is the principle of a communicative orientation.

Its main function is in creation of all conditions of communications: motives, purposes and problems of intercourse. The communicative orientation defines selection and the organization of language material, its situational conditionality, communicative value both speech and training exercises, communicative formulation of edu-

cational problems, organization and structure of the lesson. This principle assumes creation of conditions for speaking and intellectual activity of pupils during each moment of teaching [3, p. 22-23].

Proceeding from the previously mentioned teacher should follow the rules:

1) Principle of communicative orientation

- Rule 1 – Selection of situations.
- Rule 2 – Recurrence and novelty.
- Rule 3 – Participation of everyone in intercourse.
- Rule 4 – Favorable conditions for intercourse.
- Rule 5 – Communicativeness of tasks.

As far as juniors have still insignificant experience of collective intercourse and they are taught not only to associate in English, but also to associate in general, teacher should provide the support on pupils' realizing the models of intercourse in native language, realizing the communicative function of this or that language unit. Realization of this principle is carried out through system of cognitive problems, solving which children "open" laws of the native language.

On the basis of this realizing there is children's acquaintance with the form and functions of corresponding units of English language.

Proceeding from this, it is possible to plan some rules - following which allows realizing this principle in teaching and educational process.

2) Principle of support on the native language:

- Rule 1. Display of generality between Russian and English languages.
- Rule 2. Formation of the common educational skills.
- Rule 3. Use of similarity and distinctions in the script.
- Rule 4. Use of similarity and distinctions in pronunciation.
- Rule 5. Uses of carry and avoidance of interference in teaching vocabulary and grammar.

It is established, that for each kind of speaking activity "set" of actions and even the lexical and grammatical registration [5, p. 34].

It has allowed to formulate methodical principle of the differentiated approach in teaching a foreign language.

Thus the differentiation is carried out as though at different levels of generalization - precise differentiation is conducted in teaching:

- oral and written speech;
- speaking and listening;
- reading aloud and reading silently;
- script and spelling.

In teaching English language process of integration is realized, it shows, first of all, that mastering of various aspects of language, its phonetics, grammar, lexicon oc-

curs not separately as certain discrete components of language, but is also integrated. Pupils seize and acquire them during carrying out of speech actions which realization can demand the use of a word, word forms, a word-combination, superphrase unity and, at last, the text, caused by situations of intercourse.

Considering the given specific principle of teaching the English language it is possible to formulate rules, their observance will help the teacher to realize this principle.

3) Principle of differentiation and integration:

- Rule 1. The account of specificity of each kind of speaking activity.
- Rule 2. Use of teacher's speech and sound recording for listening.
- Rule 3. Teaching monologic speech, proceeding from features of each form.
- Rule 4. Teaching reading aloud and silently in view of features of each form.
- Rule 5. Mastering of aspects of language in speech units.
- Rule 6. Use semi-typed font in teaching writing.

In a basis of teaching any subject at school including foreign language, there are general didactic principles. Such principles are: scientific character, availability, presentation in teaching, an individual approach in conditions of collective work and others.

Specific and general didactic principles express typical, main, essential, that should characterize teaching a foreign language at school and, first of all at the beginning stage where bases of mastering are pawned by this subject. The understanding of action of principles of teaching and direct use of rules will allow the teacher to carry out teaching effectively [2, p. 41-42].

The learning is the active process, which is carried out through involving pupils in a various activities, thus making it active participant in reception of education. In a bilateral process it is possible to allocate, the basic functions, which are, carried out by each the parts. The teacher carries out organizational, teaching and supervising functions. Functions of the pupil include acquaintance with a teaching material, the training, which is necessary for formation of language skills, and speaking skills, and application of investigated language in the solving of communicative problems [4, p. 36].

We distinguish three basic functions, which are carried out by the pupil, and the teacher is to organize and direct the doctrine of the pupil. Then it is necessary to attribute acquaintance, training and application to the basic methods. Control including correction and an estimation is accompanying, as it is in each of the basic methods.

The organization of acquaintance with "portion" of a teaching material includes:

First, display. I. L. Bim marks, that display is addressed to sensual perception of pupils – acoustical, visual, motor [1, p. 3].

The teacher can accompany display by some explanatories;

Second, an explanation-inducing pupil to reflection is necessary and enough for understanding and realizing of a perceived material with a view of the subsequent

intelligent training and application. The teacher can involve various means of presentation.

Due to training memory of the pupil is enriched with new units of language and automatism in their use is developed. At application of new vocabulary organizing function of the teacher is shown most precisely. He should create favorable conditions, benevolent atmosphere for normal course of the speech act. He should make such conditions in which each pupil would like to participate in work of group, in which children aspired to understand the contents and sense of the text, they have read or listened to, and were not afraid to make a mistake. At application of new vocabulary it is supervised formulation of speaking skills, it is established, how the pupil can use each of them in the practical purposes.

The considered methods reflect essence of pedagogical process in which the teacher and pupils cooperate. These methods are used in teaching a foreign language at school, open specificity of a subject and are directed on achievement of the practical, educational and developing purposes.

Each of the considered methods is realized in system of the modes used by the teacher in the organization of teaching pupils, carried out by the latter through the decision of set of the specific targets, which are bound up with cogitative operations and perception by sense organs. Modes as well as methods are structural-functional components of mutual action of teacher and pupil. But if the method names the basic, dominating activity mode is bound up with the concrete action making essence of formed speech activity.

It is very important, that modes, which are applied by the teacher, let pupils, solve tasks, and not just demand simple storing. In addition, it is necessary, that the pupil not only reproduces speech unit, but also creates his own «speech product », i.e. he can construct the statement in connection with a communicative problem facing to him, using units of language.

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