



Didactic Principles of Effective Teaching of Foreign Languages to Gifted Students

Aripova Matluba Lutfullayevna

Candidate of Pedagogical Sciences, Associate Professor, Department of Pedagogy and Psychology Uzbekistan State World Languages University, Tashkent, Republic of Uzbekistan

Ashurova Feruza Lutpullayevna

Senior lecturer of the department “Teaching English Language Methodology 2” Uzbekistan State University of World Languages, Tashkent, Republic of Uzbekistan

Abstract: *The article offers information on how students in standard classes and students with general intellectual giftedness use foreign language skills. In Slovakia, gifted children receive their primary and lower secondary education in separate special courses, which is quite a novel method of teaching. The practicalities of teaching English as a foreign language to gifted kids are briefly covered. This essay's main objective is to analyze how talented and normal students in standard primary school classes employ foreign language strategies. A survey on the language techniques employed by young learners was conducted, and it is based on communicative abilities, including speaking, writing, and listening skills as well as cross-cutting methods.*

Keywords: *foreign language, didactic principles, pedagogical technologies, fundamental, existence.*

Thus, teaching foreign languages has a personality-developing and personality-oriented potential. Within the framework of modern society, the goal of teaching foreign languages is to educate the student's personal qualities, which reflects the humanistic orientation of education. Students are placed in a certain framework in which they have to get acquainted with the language, having a certain experience in their native language. A foreign language acts, in fact, as a tool for intercultural and international knowledge and a way of interaction. Teaching a foreign language is a complex and multifaceted process, the success of which depends on the right combination of pedagogical technologies [2]. In teaching a foreign language, there are several approaches that are humanistic in nature. Fundamental is the existence of the principles of learning, on which the learning process as a whole is based.

Foreign language education is subject to general development trends, and, at the same time, has its own specifics (for example, goals and objectives of education). Learning a foreign language affects not only the expansion of the general outlook, but also the perception of the world. All skills and abilities in the context of learning foreign languages have one goal, namely, the formation of a harmonious personality

Didactic principles are the basis of the educational process. They are used by the methodology in accordance with its science. At present, pedagogy, didactics highlight the following principles:

- ✓ The principle of unity of education and upbringing
- ✓ The scientific principle of education.



- ✓ The principle of demonstration.
- ✓ The principle of consciousness.
- ✓ The principle of system and consistency.
- ✓ The principle of thorough acquisition of knowledge.
- ✓ The principle of activity.
- ✓ The principle of taking into account the specific, individual characteristics of students.
- ✓ The principle of combining education with life.
- ✓ The principle of easy to difficult transition.

These principles can be adapted and used by foreign language methodology as follows:

The principle of unity of education and upbringing.

The interdependence of education and upbringing is a fact that does not require proof. Any knowledge has a certain educational effect, and any educational activity reflects the basis of knowledge. It is a law of life that we must take into account in the educational process. It is very convenient to correctly identify the educational aspects arising from the content of large and small topics covered in the educational process and to ensure its implementation as a whole with education. Because upbringing is closely related to emotion and practical life.

This helps to study the knowledge more thoroughly. Knowledge, on the other hand, contributes to the strengthening of these educational aspects of knowledge. While knowledge serves to know life, the laws of life, upbringing ensures that it forms the right attitude towards that life. This means that in the process of learning as a whole, there is a process of knowing the two interrelated lives and of forming a relationship to it.

When teaching a foreign language, education is also carried out together. Education will be in the educational direction. In order to have an educational orientation, a foreign language is taught using language materials, speech, text content, materials. Analytical, synthetic, independent reading at home, analysis of the content of texts, oral topics with students, discussion, question-answer, conversation, discussion, independent thinking, logical integration of the positive educational aspects of the topics. In the future, the student will be taught to distinguish the content of the story he reads, the content of his books, the reality he observes, reads, the positive, educational aspects of life, positive morals, etiquette.

The scientific principle of education.

Scientific knowledge is the reflection of real reality in the human mind. Scientific knowledge is the knowledge that reflects the laws of the world around us, the properties of things and events, their interrelationships. Scientific knowledge requires experiments, investigations, analysis, proof, and so on. As humanity expands its scientific knowledge, it gets closer to the real reality to a certain extent. There is also scientifically unproven knowledge, and this knowledge still needs to be analyzed and studied in more depth by man. In the learning process, we need to provide students with knowledge that has been proven, identified, and tested in practice. The science of education is necessary in order to create the right conditions for students to reflect, understand and master the laws in the teaching materials.

The principle of science requires the use of scientifically developed, tested, approved methods, principles, methods, exercises, technologies, control, verification methods, tests when working on a foreign language.



The principle of demonstration.

Involving as many sensory organs as possible in the learning process makes learning easier. While abstract thinking does a certain job in the process of hearing, figurative thinking also works through sight. Demonstration not only makes the subject easier to learn, but also arouses interest in the student. It helps the learned topic to be remembered and recalled for a long time. Students' ability to work on materials such as diagrams, tables, diagrams, and to compare, analyze, summarize, and draw conclusions about the properties of materials helps to develop logical thinking skills.

A special feature should be taken into account when applying the principle of demonstration in the methodology of a foreign language. This requires the teacher to be very careful and prepared. It is known that a foreign language is mastered in practice. In this regard, the correct pronunciation of English by teachers, expressive, error-free reading, speaking, speaking will be an exhibition, a guide for students. The teacher should not make mistakes. Otherwise, students will also learn from the mistake. Sometimes the teacher himself does not pronounce correctly, does not read expressively, does not speak correctly, does not write correctly. As a result, students also do not learn a foreign language properly. The teacher should be able to use his / her pronunciation, expressive reading, speaking, writing as a guide, exhibition, example. This is called a language exhibition in the methodology. This is an example of the application of the principle of exhibition in accordance with the purpose of the foreign language methodology. Demonstration is accomplished by visualizing the speech activity of the language material being studied.

The principle of consciousness.

Students' comprehension of new material requires not only the expression of definitions, theorems, memorization of poems from literature, etc., but also their understanding of the topic related to life events, processes. Otherwise, superficiality in knowledge will increase, and the materials will be memorized dry. Such knowledge is quickly forgotten. In addition, the conscious acquisition of knowledge involves the formation of a certain attitude in students to this knowledge, the arousal of emotional experiences. It involves consciously teaching a foreign language. This principle is reflected in the deep understanding and re-application of materials, in the perception of speech activities, in their understanding, in their mastery. Consciousness is realized in understanding and defining the essence of language and speech phenomena, by understanding their causes, the content of the forms of language and speech unity. The principle of consciousness teaches students mental activity, analysis and synthesis, comparison, comparison, drawing correct conclusions, practical application of English.

The principle of systemicity and consistency.

The process of acquiring knowledge is continuous and based on a certain system, which increases the effectiveness of education. Regular review and repetition of knowledge is an important didactic requirement of systematic and continuous replenishment.

The principle of careful mastering of knowledge.

One of the necessary requirements is to ensure that students have a strong memory of knowledge in the learning process. Strong memorization of learning materials depends on the systematic and conscious mastery of the learning materials described in the course of the same lesson. The knowledge, skills, and competencies acquired in previous sessions serve as a stepping stone to mastering more complex materials. Therefore, the lack of a thorough knowledge base also makes the new knowledge to be studied weak. Assimilated and consolidated knowledge serves as a basis for the study and consolidation of further new knowledge. One of the main tasks of didactics is to check that the knowledge is thoroughly understood in the process of assimilation, to eliminate



some misunderstandings, to focus on strengthening. Organizing repetition in the learning process helps to consolidate knowledge. The importance of repetition is that through repetition not only the previously learned learning material is remembered, but also new information related to this learning material is given, and the uncertain aspects of the acquired knowledge are clarified and supplemented. The principle of consistency is realized through the teaching of the studied materials of a foreign language, the solid mastering of speech activities in such a way that it is carefully stored in memory. To do this, a wide range of exercises, language materials, speech activities are used in practice. As a result, students will be able to use them freely when needed.

The principle of activity.

The principle of activism implies that students actively participate in the process of learning foreign languages. It is well known that education has a dual nature. In the learning process, the educator acts as a facilitator and the students experience the learning process on their own. The learning process is a complex mental process that requires a certain amount of activity from the students. Although pedagogical legislation does not organize the educational process in a meaningful, interesting and skillful way, it is impossible to achieve effectiveness in the learning process without a certain activity of students. This means that in the learning process, it is necessary to first stimulate activity in students. This activity affects the learning process, triggering mental processes such as cognition, analysis, analysis and synthesis.

Motivation is important in the formation of a state of activity in students.

The principle of taking into account the specific, individual characteristics of students.

Each student has their own interests and as well as quantity. Each student also has their own strengths and weaknesses. If educators do not take into account these individual characteristics in the learning process, they will not be able to achieve good results in the learning process, no matter how effective methods are used. Because one of the main tasks of education is to ensure the overall development of the student. But the real development of the student can be realized only by taking into account his personal characteristics. Exploring the real learning opportunities of students, their aspects of development is now not just a desire, but a mandatory requirement. It is inconceivable to alternate and enrich the educational process without it. Of course, personal characteristics are very diverse, it takes some time to learn them. In the process of observation, it is possible to learn the strengths and weaknesses of the student, the features that suit his interests, thinking, speech, memory, attention, imagination. The analysis of the problems and difficulties of the student and the identification of the causes of these problems are of great importance in the development of further pedagogical measures.

The principle of combining education with life.

This principle is first implemented in the learning process, depending on the content and specifics of the subject. This unit is a whole process related to the mental process, such as the thorough acquisition of scientific knowledge and its application in practice, the perception and identification of educational materials, as well as its memorization.

The tendency to go from easy to difficult.

When working on a foreign language, it is difficult to introduce and present language materials, to master them in speech, to make it difficult for students to move from easy material to complex, easy methodical methods, ways, speech patterns, exercises, and so on.

Literature:

1. Flyvbjerg, Bent. Five misunderstandings about case study research. *Qualitative Inquiry*, vol. 12, №2, April 2006, pp. 219-245.



2. Meriwether W. Writing Essays. Strategies for Success. - National Textbook Company, 1998.
3. Sakartia, S., & Priyana, J. (2018). Code-Switching: A Pedagogical Strategy in Bilingual Classrooms. *Journal of Educational Research*, 6(3), 175-180. <https://doi.org/10.12691/education-6-3-3>
4. Salas, S., & Mercado, L. A., et. al. (2003). English for Specific Purposes: Negotiating Needs, Possibilities, and Promises. *English Language Forum*, 4, 12-19.
5. Sarfraz, S., & Mansoor, Z., et. al. (2016). Analysis of Grammatical Interference and its Social Acceptability in Pakistan Context. *Procedia - Social and Behavioral Sciences*, 232, 684-688.
6. Бим И.Л. Методика обучения иностранным языкам как наука и проблемы школьного учебника. - М.: русский язык, 1977
7. Pulatov F A, Amanova N F, Amanova F F. (2022). cultural linguistics as the main direction of modern linguistics. *British view issn 2041-3963, volume 7(issue 1 2022)*, 152-161. <https://doi.org/10.5281/zenodo.6673999>
8. Pirmanova G. N. et al. Extracurricular <https://lingcure.org/index.php/journal/article/download/1716/614> <https://lingcure.org/index.php/journal/article/view/1716>
9. Amanova N.F Amanova F.F . innovative activity in the field of tourism. <http://papers.euroasiaconference.com/index.php/eac/article/view/97>
10. Amanova N.F Amanova F.F (2022) Malum bir maqsadga qaratilgan va maxsuslashgan til. <https://conf.iscience.uz/index.php/yumti/article/view/118/110>
11. Amanova N, and Amanova F. "problems of quality of distance learning online." ta'lim va rivojlanish tahlili <http://sciencebox.uz/index.php/ajed/article/view/1515/1403>
12. Normuradova N, and Amanova N. "teaching english language https://eprajournals.com/jpanel/upload/1206am_41.EPRA%20JOURNALS-2147.pdf
13. Amanova N.F. "active teaching strategies in higher education." *academicia: an international multidisciplinary research journal* 11.10 (2021): 150-152. *academicia: an international multidisciplinary Research Journal* <https://doi.org/10.5958/2249-7137.2021.02068.1>
14. Pulatov F A. (2022). the importance of tourism. conference from <http://conferencezone.org/index.php/cz/article/view/147>
15. Furkatovna, A. N., & Furkatovna, A. F. (2021, January). innovative activity in the field of tourism. in *euro-asia conferences* <http://papers.euroasiaconference.com/index.php/eac/article/view/97>
16. Furkatovna A. N., Furkatovna A. F. problems of quality of distance learning online <http://www.sciencebox.uz/index.php/ajed/article/view/1515/1403> <http://www.sciencebox.uz/index.php/ajed/article/view/1515> https://kpfu.ru/staff_files/F312709112/SBORNIK_MATERIALOV_NPK_2020__1__1_.pdf#page=43
17. Farangiz F. A. <https://cyberleninka.ru/article/n/problems-of-quality-of-distance-learning-online><http://scientificprogress.uz/storage/app/media/2-2.%20262.%201506-1508.pdf>
18. Farangiz F A use of modern information technologies in teaching <https://cyberleninka.ru/article/n/use-of-modern-information-technologies-in-teaching-foreign-languages-1>



19. Pirmanova, G. (2022). Extracurricular study of world monuments culture - <https://inlibrary.uz/index.php/scientific-research-covid-19/article/view/8536>
20. Najmiddinova, K. D. (2022). Improvement of mental and inventive action, <https://confrencea.org/index.php/confrenceas/article/view/176>
21. Djumayeva Sh D. (2022). <https://conferencezone.org/index.php/cz/article/view/774>
22. Nishonov Abdulloh Ubaydulloh o'g'li. (2022). Conference Zone, 165–168. Retrieved from <https://conferencezone.org/index.php/cz/article/view/780>
23. Nishonov Abdulloh Ubaydulloh o'g'li. (2022). Zone, 159–164. Retrieved from <https://conferencezone.org/index.php/cz/article/view/779>
24. Nishonov Abdulloh Ubaydulloh o'g'li. (2022). <https://conferencezone.org/index.php/cz/article/view/782>
25. Бурханова Г Л. <https://cyberleninka.ru/article/n/issledovanie-dopustimyh-znacheniy-parametrov-tela-sportsmenov-pri-pomoschi-bioimpedansometrii>
26. Zoxidjonovna R. M. <https://www.artofmedicineimsj.us/index.php/artofmedicineimsj/article/view/87/88>
27. Yuldashova N E, & Ablakulova M X. <https://scholarexpress.net/index.php/wbph/article/view/1026/921>
<https://scholarexpress.net/index.php/wbph/article/view/1026>
28. Аблакулова, М., Хусинова, Ш. и Юлдашова, Н. 2022. <https://doi.org/10.47689/2181-1415-vol3-iss1-pp171-179> .
29. Akbarovna, K. S. <https://cajmns.centralasianstudies.org/index.php/CAJMNS/article/view/1151>
30. Sharafova I. A., Mavlyanova Z. F., <https://www.annalsofrscb.ro/index.php/journal/article/view/1979>
31. Ubaydulloh o'g'li N. A.. – 2022. – Т. 1. – №. 7. – С. 51-54. <https://innosci.org/wos/article/view/481> <https://innosci.org/wos/article/view/481/427>
32. Nishonov Abdulloh Ubaydulloh o'g'li. (2022). <http://www.conferencezone.org/index.php/cz/article/view/781>
33. Ubaydulloh o'g'li N. A. Reforms were . <http://openaccessjournals.eu/index.php/jedic/article/view/1034>
34. Abdurashid Abdurasulovich Nishonov. (2022)., 3(1), 79-83. Retrieved from <https://scholarzest.com/index.php/ejhea/article/view/1761>
35. Abdulloh N.improving the <https://doi.org/10.37547/ijlc>
<http://theusajournals.com/index.php/ijlc/article/view/94/90>
36. Абдуллоҳ Убайдуллоҳ Ўғли Нишонов <https://cyberleninka.ru/article/n/mediatsiyaga-tegishli-doiradagi-ishlar-va-u-u-iy-tartibga-solish-mehanizmlari>