

IMPORTANCE OF DIDACTIC AND PSYCHOLOGICAL PRINCIPLES IN TEACHING FOREIGN LANGUAGE TEACHING IN TEXTBOOK

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Foreign language education follows broad development patterns while also having its own distinct characteristics (for example, goals and objectives of learning). Learning a foreign language has an impact on not just one's general perspective but also on one's vision of the world. The construction of a harmonious personality is the objective of all skills and talents in the context of learning foreign languages. As a result, teaching foreign languages has the ability to develop and focus on a person's personality. The purpose of teaching foreign languages in current culture is to develop the student's personal attributes, which represents the humanistic approach of education. Students are put in a framework in which they must familiarize themselves with the language while also having some experience in their home tongue. In reality, a foreign language serves as a tool for intercultural and interethnic communication and connection. Teaching a second language is a difficult and varied process that relies on the right mix of pedagogical instruments to succeed. Humanistic approaches to teaching a foreign language exist in a variety of forms. The most important factor is the availability of instructional ideas that underpin the whole learning process. Therefore, the importance of technologies and methods within pedagogy and didactics is clearly crucial.

The science of pedagogy is concerned with the teaching and education of children and adolescents. Methods are most closely tied to pedagogics since it likewise deals with difficulties of teaching and education. To study foreign language instruction, one needs have a basic understanding of pedagogy. Didactics is a sub-discipline of pedagogics. Didactics is the study of general teaching methods in schools. In contrast to didactics, methods researches specialized

methods of teaching a given subject. The basic provisions that influence the character of the learning process, which are developed on the basis of the selected direction and the approaches matching to this direction, are known as teaching principles. Linguistic, didactic, and psychological factors are important in teaching a foreign language, according to foreign methodologists Larsen-Freeman and S.L. McKay. The phrase "teaching principle" in current techniques means that the instructor has a major role in the process of teaching a foreign language, which runs counter to the humanistic approach to teaching. Simultaneously, the learning process is a complicated system that comprises both the teacher's and the student's efforts. However, the process cannot be structured unless it has a foundation in the form of clearly stated requirements, i.e., the principles on which the student interaction process must be based. Teaching principles are diverse: some govern the whole learning process, while others regulate the education of a single type of speech action, and yet others are relevant solely to a certain subject of foreign language teaching. General didactic techniques satisfied all current needs at a period when methodology was not yet constituted as a separate science. As soon as the specialized patterns of teaching foreign languages began to develop, broad didactic techniques were not enough. A.P. Starkov and P.B. Gurvich distinguish between broad didactic and methodological principles of teaching in their scholarly works. Methodological principles are further separated into general and specific methodological principles.

Linguistics, psychology, and pedagogy, for example, have a deeper relationship with methodology than other sciences. As a result, they are referred to as "basic" in the technique sciences. The technique uses data from the fundamental sciences to develop their own research and teaching concepts.