

Psychology of Teaching Foreign Languages

By

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Abstract

This article discusses psychology of teaching foreign languages. From the point of view of philosophy and psychology, the most significant point is the idea of language as a system of signs that serve as a means of human communication and mental activity. Through language, the self-consciousness of the individual is manifested, information is transmitted from generation to generation and its storage is carried out. It is no coincidence that many researchers recognize the need to update the forms and methods of teaching a foreign language, which requires a revision of psychological and pedagogical concepts that had a significant impact on teaching in their time and need a thorough revision in the changed modern conditions.

Keywords: psychology, foreign languages, significant point, language, system, human communication, mental activity, pedagogical concepts, significant impact.

Introduction

For many centuries, the problem of learning a non-native language worries a person. The history of this issue is long and full of contradictions. Methods have changed, excluding and complementing each other, but the secret remains a secret. Sometimes it seems that it is easier to brush your teeth through your nose than to learn a foreign language. Man has not figured out how easy and simple to master it. The search is painful, and how many people have so many opinions, but perhaps the only thing you can't argue with is that in the language environment all problems are solvable. So, it is worth recognizing that there is no single, simple and understandable theory of learning a foreign language. Of course, this is sad, but it excites thought and imagination...

The main findings and results

The modern development of domestic education is characterized by the intensity of innovative processes, which is also manifested in the system of teaching foreign languages. At the same time, many of the techniques and methods used by innovators to improve the

effectiveness of teaching foreign languages are based on old concepts and theoretical positions of psychology. Among them: psychological and socio-psychological theories and concepts of behaviorist, psychoanalytic, cognitive and interactionist orientations. Domestic authors use the provisions of the theory of activity, the concept of the phased formation of mental actions, etc.

At present, a change of paradigms is taking place in psychology, and theories of communication and interaction are in the first place, on which various communicative, social-perceptive trainings, trainings for personal growth and programs aimed at helping in ethno-cultural adaptation are based. These theories and trainings are more relevant to the practice of teaching foreign languages.

From the point of view of philosophy and psychology, the most significant point is the idea of language as a system of signs that serve as a means of human communication and mental activity. Through language, the self-consciousness of the individual is manifested, information is transmitted from generation to generation and its storage is carried out.

In turn, speech is a way of formation and existence of human thought. Speech is one of the types of human communicative activity. Speech has developed historically in the process of the material transforming activity of people and is a form of their communication. Speech is associated with thinking, consciousness, memory and emotions.

Mastering foreign languages is associated with the need to develop the skills and abilities of perception, understanding of oral and written foreign speech, the ability to speak and write in a foreign language.

Difficulties in the formation of these skills among students serve as a motivating reason for the development of new approaches and various teaching methods. It is no coincidence that many researchers recognize the need to update the forms and methods of teaching a foreign language, which requires a revision of psychological and pedagogical concepts that had a significant impact on teaching in their time and need a thorough revision in the changed modern conditions.

The psychological functions that foreign language teaching performs at different age stages of a person's mental development are not the same. In addition, in childhood and adolescence, the system of goals of teaching foreign languages includes the development of educational activities, and in adults the need to learn a foreign language arises in connection with a practical necessity or for the purpose of self-development.

When teaching foreign languages to young people and adults, a different approach is required, which takes into account the development of thinking properties, the characteristics of motivation and the personality of students. Training should correspond to the psychophysiological age capabilities, the nature of the cognitive activity of the individual.

Learning a foreign language from a psychological point of view is a complex process of forming a new speech system, which begins to coexist and interact with the already developed system of the native language, experiencing its interfering influence.

In adolescence and in adults, individual personality traits play an important role in learning. For example, M. K. Kabardov, studying them, obtained experimental data that confirmed the idea of B. V. Belyaev about the existence of two types of mastering a foreign language: "intuitively sensual" and "rationally logical". M.K. Kabardov defined them as "communicative" and "non-communicative" personality types, distinguished by the study of a foreign language.

The communicative type characterizes the volume of auditory perception and auditory working memory, the speed of updating knowledge and processing new information, the success of involuntary and voluntary memorization. Persons with a non-communicative type of mastering a foreign language are more productive with arbitrary memorization and in the presence of visual reinforcement of verbal material. The former showed the best results in “verbal fluency”, while the latter coped better with language analysis, which involves identifying logical and grammatical patterns in an unfamiliar language.

Most students have psychological barriers in relation to a non-native language. They manifest themselves in the uncertainty of their ability to speak a foreign language. Some have shyness, while others have a fear of making mistakes or getting low grades. These barriers are usually caused by frequent failure and the attitude of the teacher himself to the student. To overcome barriers, the teacher needs to strengthen the role of stimulating assessments and approval in the course of teaching a foreign language, to strengthen the student’s faith in his/her abilities. Teaching should focus on the individual advantages of students.

The experience of intensive teaching of foreign languages led to the conclusion about the possibilities of applying the principle of role-playing communication. Such training corresponds to the principle of communication as the basis for the intensification of teaching foreign languages. From the position of linguistics, role-playing communication is an effective way to acquire speech competence, and from the point of view of psychology, the methods of using role-playing communication activate the action of motivation mechanisms. In the educational process, the use of role-playing and role-playing communication determines the interactive form of organizing this process, and for students, learning becomes a communicative, cognitive, gaming activity.

The principle of collective interaction requires the organization of active communication of students with each other. The exchange of educational information contributes to the expansion of knowledge, the improvement of communication skills, the formation of positive relationships, which serves as a condition and means of effective learning, creative development of each and mutual success.

Intensive training involves the development of the ability to oral and written forms of foreign language communication. Therefore, the selection of educational material for classes is aimed at training students in solving any communicative task, training in the use of a particular grammatical form, training in using vocabulary, training in correct pronunciation (phonetics).

Lesson analysis contributes to the development of the ability to observe complex pedagogical phenomena and draw the right psychologically sound conclusions. It serves as an important means for the teacher to improve his professional and pedagogical skills and to identify the psychological reserves of teaching a foreign language at school.

The specifics of a lesson in a foreign language has a number of features: firstly, a foreign language, like any language, is a means of communication and formation, formulation and expression of thought; secondly, the lesson has the psychological goals of developing the speech-cognitive activity of students by means of the language being studied in the process of generating and receiving a foreign language utterance; thirdly, it assumes that the student has a communicative need for a speech statement in a foreign language and understanding the statement of another. The success of learning depends not only on the content of the lessons,

methods or skills of the teacher, but also on the psychological characteristics of the students and the teacher's activity itself.

Training is based on the role of verbal communication, which involves all cognitive processes, especially when applying exercises from socio-psychological training. Additionally, special cognitive trainings in a foreign language and associated with cognitive psychophysiological trainings are introduced into the learning process.

The training is called integrative, as it is characterized by an interdisciplinary methodological approach. The ILPT methodology is based on a broad psycholinguistic study of speech in a conceptual synthesis with linguistic psychology. It involves work at the intersection of linguistics, psychology, pedagogy, with the inclusion of knowledge about neurolinguistics, psychophysiology, educational psychology, psychocorrection, etc.

The theory of ILPT as a learning system is based on an integrative (multi-aspect) descriptive model of speech and is based on the following principles: the principle of unity of learning and personality development; lifelong development principle

mental functions; the principle of the organic unity of man, speech and the process of its learning; the principle of correlation of all facets of the teaching system with the corresponding aspects of speech to be developed and formed; the principle of building a learning system as an integrative and interdisciplinary, which implies as a reliance on an integrative model of speech, as well as a synthesis of interdisciplinary means and a number of other principles. When using ILPT are based on the mechanisms of speech itself as a multifactorial phenomenon, as well as on the internal structure of a person's language and speech ability.

ILPT technologies are a complex of psycholinguistic, psychotherapeutic methods, methods and means targeted at the corresponding speech mechanisms responsible for the development of all aspects of speech and the free mastery of it by a person.

The above approaches and theories allow us to say that the authors are guided by the fact that teaching foreign languages should be based not only on the rational sphere of the psyche, but also on its irrational components, which are most often present in non-standard methods of teaching a foreign language. However, it is important to find out how often non-standard approaches to teaching foreign languages at a university are used in practice.

In the course of the study, we tested the hypotheses that student interns and teachers-practice leaders, using non-standard techniques and methods to improve the effectiveness of teaching foreign languages, are guided by different psychological aspects. In order to test the hypothesis, we used observation, questioning, conversation and the method of peer review.

The expert assessment methodology consisted of questions, the answers to which could confirm the use by the teacher of special methods (innovative technologies and psychological techniques) in teaching a foreign language. It also examined whether their use was systematic or ad hoc. The use of imitating role-playing or competitive games in the classroom was established. Intern students acted as experts.

Internship students analyzed the conformity of the methods, techniques and technologies used with the objectives of the lesson and expressed their opinion on the impact of these technologies, techniques, methods on improving the level of teaching and whether

students like their use. They also reported whether they themselves tried to use these technologies, techniques, methods in the process of active practice, and if they did, they described the essence and form of these innovative techniques.

An analysis of the techniques and methods described by the students shows that the essence and form of the innovative techniques of the practice leaders was manifested in the use of: video and audio materials, typical situations of communication in a foreign language, translations of relevant articles from the press, associative diagrams, specially equipped classrooms, etc.

When using innovative forms and techniques, many teachers relied on psychological patterns and increased interest in the material being studied, the specifics of each other's perception, communication and interaction. In their classes, the use of visual and auditory channels of perception of information was noted, which improved the memorization and assimilation of educational material.

They tried to develop the psychological abilities and thinking of students. For example, the method of describing a portrait of a person in a foreign language with the tasks set to guess what he does and what his/her character is. Such a task favors the development of the perception of others, the ability to understand others, interpret their appearance and character.

We have also established the techniques that were used by teachers of English and German to train communication skills, listening to foreign speech, developing memory, as well as training analyticity and reflexivity as properties of thinking. Sufficient attention is paid by teachers to the development of perception and thinking, using game elements. But most often they use techniques to train communication skills. Rare and of particular interest are the attempts of teachers to promote the development of self-presentation skills in students.

Internship students in teaching foreign languages are guided by personal development, strengthening the motivation to learn a foreign language and use it in communication. In general, both teachers and interns tend to show in the classroom the importance of the fact that language is a means of communication for people employed in various fields of activity.

The mechanism of speech activity. General functional mechanisms: comprehension, operational and long-term memory, anticipatory reflection.

The creative development of the ideas of the founders of the domestic psychology of teaching foreign languages allows the authors to give their own understanding of the types of teaching foreign languages. From a psychological point of view, two types can be distinguished. The first group of methods is focused on an exclusively conscious way of learning, a rationally logical way of learning a language. The second group of methods is based on involuntary, insufficiently conscious ways of mastering speech, excluding reliance on the native language. But the authors reject the message of the primacy of the teaching method, arguing that the style of mastering a foreign language is primary. Moreover, the teaching methodology is the same "style" of activity, consisting of a certain set of "rational" ways of learning the language. All the formulated provisions and conclusions are proved on a very extensive experimental material.

A relatively new phenomenon in the modern development of the psychology of teaching foreign languages in our country is the appeal to the problem of consciousness. Mastering a new language cannot change a person's thinking, but it can change his/her

consciousness, since knowledge is mediated by the content of a person's consciousness, which, in fact, acquires special significance in the context of mastering a foreign language.

Students in the process of studying the discipline "Psychology of teaching foreign languages" are led to the assimilation of knowledge of the theory, methodology and fundamentals of the psychology of learning, they master the skills to apply the acquired knowledge in their own practice, studying foreign languages (English, French, German), master the skills of mastering the most important principles psychology, teaching aids, methodological and psychological culture. In the process of teaching the discipline we are considering, we were convinced that it is necessary to take into account two forms of students' perception of educational material: logical and emotional.

The first lesson leaves the greatest psychological impression, this must be taken into account by the teacher. The first topic "Introduction to the subject" as the initial one in the course of the discipline reveals the purpose of the subject, its role in the student's professional training by means of the discipline itself. We select for its disclosure the following graphic form of the image, which contributes to a more productive perception than just sound, we focus special attention on it. All subsequent topics deepen and concretize the components we have identified.

The following conditions contributed to maintaining a creative and proper atmosphere in the classroom:

- creating a psychological climate in the classroom, an atmosphere of ease, naturalness, protection from imperative forms of influence;
- demonstration of warmth and friendliness, positive communication;
- willingness to provide timely assistance in overcoming difficulties and support.

It can be stated that experienced teachers more often than students use techniques that contribute to the development of thinking properties and memory training. Intern students are more interested in selecting exercises and using techniques that appeal to the student's personality and can increase motivation. To do this, they use elements of games of a competitive nature and actively use training in self-presentation skills.

Conclusion

The results of the study of the theory and practice of teaching foreign languages allow us to conclude that teachers are looking for the possibility of using modern psychological knowledge. They select techniques and methods of teaching foreign languages, which are either aimed at developing the properties of the psychological processes of students, or are based on the degree of their development.

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