

PSYCHOLOGICAL COMPONENT IN TEACHING FOREIGN LANGUAGES

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ABSTRACT: This article examines factors affecting successful foreign language learning. The author shows their interdependence and influence on the process of learning a foreign language. The article discusses methodological and psychological aspects of learning a foreign language.

Key words: foreign language, factor, motivation, ability, obstacle.

In modern conditions, the issues of learning English are becoming more and more important. This language is international, serves as a leading means of intercultural and interlinguistic communication, serves as a means of forming a global identity, and is the most studied foreign language in the world. In such conditions, it is not surprising that English is mandatory for studying at school, college, and university. At the same time, it has been repeatedly pointed out that many people learn English, but only a few are good at it. Despite the fact that the importance of good language teaching in modern conditions is recognized by everyone, a person with a non-linguistic education who knows English well is not a very common phenomenon in our country.

LITERATURE ANALYSIS AND METHODOLOGY

At present, active methodical research is being carried out in linguodidactics for effective methods of mastering the English language. In addition, the concept of "effective way" includes the concept of "fast way", because the accelerating pace of life in the 21st century does not allow a person to study English methodically for several years, it is possible they believe in a non-existent result. in the future. Modern man needs immediate results, already on the way. On the road, the result is understood, of course, not fluency, but at least speaking in English on everyday topics in the simplest situations of social interaction. The same didactic methods and techniques can be effective in one situation and ineffective in another. Considering all this, it seems that only a didactic understanding of the problem of learning English is not enough. It is necessary to pay more attention to the factors that affect this process, but are outside

of linguodidactics. The most important of them is psychological, and in this article we will show their connection with purely methodological aspects. Among the main psychological aspects of learning English, the following are the most important: motivation and interest in learning the language; language learning ability; the ratio of language and speech in learning; language barrier. Motivation is the main factor in language learning. As in any activity, if a person does not want to do something or does it by force, he will not achieve a high result.

The result in language learning can only bring motivation to achieve success. Motivation to avoid failure can be a one-off. For example, a student is afraid of failing an exam with a demanding English teacher. It will pass the test, maybe not badly, but such local success will have no long-term impact. The point is that it is necessary to gradually form and develop foreign language skills, and then to maintain them throughout life, of course, this cannot be done by force. Demand in the labor market is an important motivation factor for people learning English.

Indeed, in the context of the globalization of the economy, there is an increase in trade and business relations between countries. This determines the rapid development of international firms throughout the world, including in Russia. They are actively developing their business, expanding, opening new departments and representative offices, thereby creating new jobs. Working in such firms, as a rule, is more promising for a specialist both financially and career-wise. At the same time, it imposes more requirements, among which, in addition to the basic qualifications, is the knowledge of the English language. Knowledge of the English language of employees is an important factor of the company's economic competitiveness, that is, it is a part of its intellectual capital.

In this regard, when learning the language, at first there should be an attitude that the English language itself works only as a means of receiving and transmitting this or that information. If a person is interested in the information they are working with (i.e., English language materials), they will also be interested in the process of learning English. Here, the psychological component is closely related to the most important methodological component, that is, the content of teaching English, which should be selected according to the interests and age characteristics of students in order to maintain a high level of motivation. Despite the obviousness of the above arguments, many people who start learning English well still do not follow through. Why do they lose motivation? The fact is that English, unlike, for example, mastering a computer system or learning to drive a car, requires constant and systematic practice, and most people are not ready for this. Often, some circumstances prevent it from doing so, and it becomes a convenient reason, an excuse. This requires certain voluntary actions that have not been taken into account. Another feature of English as a skill is that it seems unnecessary in everyday life. In fact, if all the information is in Russian, if you are in

the environment of your native language and feel comfortable in it, it takes strong willpower to create an artificial foreign language environment for yourself. On the other hand, many people have learned English without going to countries where it is the official language, and it cannot be said that they have some superpowers. Abilities are called characteristics of a person with psychological characteristics that determine the success of acquiring knowledge, skills and abilities, but they themselves are not reduced to their existence. When learning English, it is necessary to talk about linguistic knowledge and speech skills in four types of speech activity: speaking, listening, writing, reading.

Psychology denies that abilities are similar to knowledge, skills, and habits, and at the same time emphasizes their unity. Activity is necessary for the manifestation of abilities, which, in turn, cannot be carried out without abilities. In the process of learning English, it can be clear whether a person has abilities or not. English language skills, as well as other areas of human activity, are interrelated with interest and motivation. The better a person does something, the more interesting it becomes, because he learns more and more new things and feels the practical benefit of the acquired skills. In the modern world, practical benefit is one of the main factors of motivation, and motivation also grows due to the desire to achieve better and better results, a person understands that he is achieving a lot with relatively little effort. On the other hand, if the motivation to learn English does not come primarily from the language itself, but depends on some other external factors, it can primarily develop language skills through regular and conscious practice. Often, teachers say that there are no people who do not know English, to increase the motivation of students, because if a person speaks Russian, it means that everything is fine in the brain processes responsible for speech, so he can certainly speak English. English proficiency is an objective advantage that must be developed through constant practice, otherwise it will level off. Constant practice is the key to success from a purely methodological point of view. In fact, all the rules of English grammar can be said in an hour. It is possible to learn several thousand words in a very short time, if you clearly set such a task for yourself, but it is not only to learn the language material once, but also to never forget it, and this is the most difficult thing. Even English majors will admit to feeling a little insecure after a month or two of not practicing, like an out-of-shape athlete. The principle "we only know what we remember" is more applicable to learning a foreign language than to any other field of human activity. Lack of ability is often used as an excuse for not wanting to learn English. The objectively low level of complexity in the early stages of learning this language allows us to say that almost anyone can master it to one degree or another, in contrast to, for example, more complex Eastern languages. It should be noted that the search for the most effective methods and approaches in teaching English should be aimed at people of average ability. In the process of

learning, it is necessary to ensure the development of these abilities, because one of the goals of learning is development.

A person who knows a foreign language, as a rule, easily acquires it using any method, the other thing is that the low quality of teaching (both the method and the work of the teacher himself) kills interest in the language and makes it can reduce motivation to master it. It is also interesting to note that it is very rare for a person to know one foreign language perfectly and not to know others at all, at least at the elementary level. The fact is that a good knowledge of any language allows you to see the connections between languages of the same group or family, so the development of each subsequent language is several times easier based on the existing knowledge of the language as well as foreign language learning experience and non-native speaking activities. The problem of interdependence of language and speech in connection with learning English can be formulated as follows: where to start and what to prioritize? All methods and approaches to teaching foreign languages can be divided into two large groups: from language to speech and from speech to language. However, it is wrong to say that speaking skills are not formed when learning from language to speech. It is formed passively and this process happens quite slowly. Therefore, in order to master the language in this way and learn to speak it well, you need to study it for a very long time, and the result is not immediately visible, it is permissible only in cases where a person has a unique personality. is interested in the language itself. As a rule, such people become professional linguists. Learning from speech to language is called communicative. In it, the highest value is not the formal correctness of the spoken sentence, but not its linguistic content, but its content, the student's communicative motivation and speech act itself. With such learning, the language should not be an end in itself, but should act as a means of receiving and transmitting information. If language is clearly taught as a means of speech, its main communicative function is much better seen.

To solve this problem, foreign language teaching in our country should have a communicative character and should be focused on real daily communication, which implies exchange of information not only through language, but also through emotions. In practice, this is very difficult to do, because such communication focuses on relaxation and enjoyment of the process itself. Our students and teachers in educational institutions are guided by standards and programs, which actually means focusing on a certain result, which is not always achieved. In the process of learning a foreign language, didactic and pedagogical aspects are closely related to each other, because in this process we teach or learn speech, communication and master the system of its implementation. Communication training cannot be effective if it is considered within the framework of a "dry" methodology. Psychological aspects of language teaching determine not only the goals and objectives of teaching, motivation, student interest,

etc., but also, apparently, specific learning styles and approaches, so the importance of language teaching is not neglected. Psychological component in this educational process. Foreign language as an academic subject is very unique. It is not a science in itself, but all sciences and all areas of human knowledge are related to it, because there is no knowledge without language. That is why language learning has a great impact on the personal, general intellectual and general cultural development of a person, which once again emphasizes the important role of psychology in this process.

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