

PSYCHOLOGICAL ASPECTS OF LEARNING A FOREIGN LANGUAGE

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Annotation: The article considers the factors influencing the successful learning of a foreign language. The author presents their relationship and influence on the process of learning a foreign language. The article considers the methodological and psychological aspects of learning a foreign language.

Key words: Foreign language, factor, motivation, abilities, barrier.

In modern conditions, the issues of learning English are becoming more and more important. This language is international, acts as a leading means of intercultural and interlingual communication, serves as a means of constructing a global identity and is the most studied foreign language in the world. It is not surprising that in such conditions, English as a discipline is mandatory for studying both at school, at college and at the university.

Meanwhile, it has been repeatedly noted that many people study English, but only a few are really good at it. Despite the fact that the importance of good language training in modern conditions is recognized by everyone, a person with a non-linguistic education who speaks English well is not a very common occurrence in our country.

Nowadays, in linguodidactics, there is an active methodical search for effective ways of mastering the English language. Moreover, the concept of “effective way” incorporates the concept of “fast way”, since the accelerating pace of life in the 21st century does not allow a person to study English methodically for several years, counting on a possible result that may not be in the future. A modern person needs the result immediately, already on the go. The result on the go is understood, of course, not fluency, but at least to speak on everyday topics in the simplest situations of social interaction in English. The same didactic methods and techniques can be effective in one situation and ineffective in another.[1]

Among the main psychological aspects of learning English, the most important are the following: motivation and interest in learning the language; language learning abilities; the ratio of language and speech in the study; the language barrier.

Motivation is a major factor in language learning. As in any other activity, if a person does not want to do something or does it through force, he will not achieve a high result. The result in learning a language can only bring the motivation to achieve success. The motivation to avoid failure can provide a one-time result. For example, a student is afraid of failing an exam with a demanding English teacher. He will pass the exam, quite possibly, not bad, but there will be no long-term effect from such local success. The fact is that a foreign language skill needs to be formed and developed gradually, and then maintained throughout life, obviously, this cannot be done through

force. For people learning English, an important motivational factor is demand in the labor market. [2]

Work in such firms, as a rule, is more promising for a specialist, both from a financial and career point of view. At the same time, it imposes more requirements, among which, in addition to the basic qualifications, English language proficiency. English proficiency of employees is an important factor for the economic competitiveness of the company, that is, it is part of its intellectual capital. [3]

In this regard, when learning a language, there should initially be an attitude that English itself acts only as a means of receiving and transmitting this or that information. If a person is interested in the information (that is, materials in English) with which he works, he will also be interested in the process of learning English. Here the psychological component is closely intertwined with the most important methodological component, namely with the content of teaching English, which should be selected in accordance with the interests and age characteristics of students in order to maintain a high level of motivation. [4]

Abilities are called the characteristics of a person of a psychological nature, which determine the success of obtaining knowledge, skills and abilities, but they themselves are not reduced to their presence. In the case of learning English, one should talk about linguistic knowledge and speech skills in four types of speech activity: speaking, listening, writing, reading. [5]

Psychology, denying the identity of abilities with knowledge, skills and habits, at the same time emphasizes their unity. In order for abilities to be revealed, activity is necessary, which in turn cannot be carried out without abilities. In the process of learning English, it may become clear whether a person has abilities.

English abilities, as well as other areas of human activity, are interconnected with interest and motivation. The better a person does something, the more interesting it becomes, as he learns more and more new things and can feel the practical benefits of the acquired skills. In the modern world, practical benefit is one of the main factors of motivation, motivation also grows due to the desire to achieve better and better results, when a person realizes that he achieves a lot with relatively little effort. [5]

On the other hand, if the motivation to learn English does not primarily come from the language itself, but is due to some other external factors, it can develop language abilities, primarily through regular and conscious practice.

Very often, teachers, in order to increase the motivation of students, say that there are no people who are incapable of English, because if a person speaks Russian, this means that everything is fine with the brain processes responsible for speech, and therefore, he can definitely also speak English.

It is also interesting to note that it very rarely happens that a person knows one foreign language perfectly and does not know any others at all, at least at an elementary level. The fact is that a good knowledge of any language allows you to see the connections between the languages of one group or one family, thus, the development of each next language becomes several times easier based on the existing language knowledge, as well as the experience of learning a foreign language and speech activity in a non-native language .

The problem of the relationship between language and speech in relation to the study of English can be formulated as follows: where to start and what to put at the forefront? All methods and approaches to teaching foreign languages can be divided into two large groups: from language to speech and from speech to language.

Linguistic competence implies that a person masters a certain baggage of formal language knowledge and the corresponding skills and abilities that are associated with different aspects of the language, that is, with grammar, phonetics and vocabulary. Moreover, the question is what kind of lexical units and grammatical structures do people of different ages, professions, etc. need. to ensure their productive social interaction in a non-native language was and still remains open in the methodology. The fact is that words and grammatical constructions are studied in order to transform them into a meaningful statement, that is, they have a clearly expressed speech orientation.

In the process of learning a foreign language, didactic and pedagogical aspects are closely intertwined, if only 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. The psychological aspects of language teaching determine not only the goals and objectives of teaching, motivation, student interest, etc., but even, apparently, the very methods and approaches to learning, in view of which it is impossible to underestimate the importance of the psychological component in this educational process. A foreign language as an academic discipline is very specific. In itself, it is not a science, but all sciences and all areas of human knowledge are connected with it, since without language there can be no knowledge. That is why the influence of language learning on the personal, general intellectual and general cultural development of a person is great, which only once again emphasizes the important role of psychology in this process.

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