

**PEDAGOGICAL AND PSYCHOLOGICAL BASIS OF LEARNING A FOREIGN LANGUAGE**

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Abstract

This article provides detailed information about methods of learning foreign languages, processes during teaching, and pedagogical and psychological methods.

Keywords: linguodidactics; psychology; pedagogical foundations.

Introduction

At present, active methodical research is being carried out in linguo-didactics 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 to believe in a non-existent outcome, in the future. Modern man needs immediate results, already on the way. On the way, 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 methods can be effective in one situation and ineffective in another. Considering all this, only a didactic understanding of the problem of learning English seems insufficient. It is necessary to pay more attention to the factors that affect this process, but lie outside of language didactics. 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 if he does it with effort, 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 not have long-term effects. The point is that it is necessary to gradually form and develop foreign language skills, and then to maintain them throughout life, obviously, this cannot be done by force. Demand in the labor market is an important motivating factor for people learning English.

Indeed, if all the information is in Russian, if you are in the environment of your native language and feel comfortable in it, you need 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 psychological characteristics of a person 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 the similarity of abilities with knowledge, skills and habits, and at the same time emphasizes the unity of science. Activity is necessary for the manifestation of ability, which, in turn, cannot be performed without ability. 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 realizes that he is achieving a lot with relatively little effort. On the other hand, if the motivation to learn English is primarily if it does not come from the language itself, but depends on some other external factors, it can develop language ability primarily through regular and conscious practice.

Many scientists have conducted psychological research on the problem of learning foreign languages, including K.D. Ushinsky, P.F. Kaptelev, A.P. Nechaev, L.S. Vygotsky, K.N. Kornilov, N.D. Levitov, A.N. Leontiyev, S.L. Rubinshtein, D.N. Uznadze and other thinking scientists conducted scientific research.

Currently, several works are being carried out in our country to further increase the effectiveness of teaching foreign languages, including the President of the Republic of Uzbekistan's "Measures to bring the popularization of learning foreign languages to a qualitatively new level in the Republic of Uzbekistan" on "Decision No. PQ-5117 of May 19, 2021 became important. Especially in foreign education, taking into account the specific features of teaching foreign languages and psychological approaches to them, as well as modern requirements, the necessary educational literature and teaching-methodical manuals are being developed in collaboration with experts. At the same time, it is necessary for foreign language teachers to pay attention to the psychological characteristics of foreign language students to improve the quality and efficiency of education. In order to improve the quality and effectiveness of foreign education, today teachers are required to perform several important tasks.

The psychological specificity of language learning and teaching is to ensure that foreign language students expand their thinking in a foreign language in the process of learning a foreign language by perceiving the text in a foreign language, memorizing words in a foreign language. requires knowledge of psychological aspects.

The teacher should study the psychological features characteristic of the development of foreign language students, be aware of the psychological laws of the students' mental development, and study the factors that actively influence the student's psychological development. contains psychological information necessary for relationships. Expanding the scope of independent, free thinking of a foreign language student in a foreign language also depends on the ability to properly organize conversations with them. Students should understand the psychological aspects of the connection between school and their lives. Today, a number of problems related to this issue can cause a student to be unable to master foreign language lessons at school. When a child goes to school for the first time and begins to systematically engage in mental work, he needs the help of adults, parents and more teachers.

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