

PSYCHOLOGICAL LINGUISTIC AND INSTRUCTIONAL BASES OF TEACHING ENGLISH TO YOUNG LEARNERS

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ABSTRACT

In this article, the various elements that play a role in achieving proficiency in a foreign language are explored. The author emphasizes the interconnectedness of these factors and how they collectively impact the learning process. Both the methodologies employed and the psychological aspects involved in foreign language acquisition are thoroughly examined and discussed within the article.

Key words: phonemic sounds, singular entity, language proficiency, foreign language, psychological importance, language acquisition.

ПСИХОЛОГО-ЛИНГВИСТИЧЕСКИЕ И ПЕДАГОГИЧЕСКИЕ ОСНОВЫ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА МЛАДШИМ ШКОЛЬНИКАМ

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АННОТАЦИЯ

В этой статье исследуются различные элементы, которые играют роль в достижении владения иностранным языком. Автор подчеркивает взаимосвязь этих факторов и то, как они в совокупности влияют на процесс обучения. В статье подробно рассматриваются и обсуждаются как используемые методологии, так и психологические аспекты изучения иностранного языка.

Ключевые слова: фонематические звуки, единственное число, владение языком, иностранный язык, психологическое значение, овладение языком.

YOSH O'QUVCHILARGA INGLIZ TILINI O'RGATISHNING PSIXOLOGIK LINGVISTIK VA TA'LIM ASOSLARI

Toshkent Amaliy Fanlar Universiteti,
Xorijiy til va adabiyoti yo'nalishi, II bosqich talabasi
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ANNOTATSIYA

Ushbu maqolada chet tilini bilishga erishishda rol o'ynaydigan turli elementlar o'rganiladi. Muallif ushbu omillarning o'zaro bog'liqligini va ular birgalikda o'quv jarayoniga qanday ta'sir qilishini ta'kidlaydi. Maqolada chet tilini o'zlashtirishda qo'llaniladigan metodologiyalar ham, psixologik jihatlar ham har tomonlama ko'rib chiqiladi va muhokama qilinadi.

Kalit so'zlar: fonematik tovushlar, birlik, tilni bilish, chet tili, psixologik ahamiyat, tilni o'zlashtirish.

The complexity of linguistic talent involves different aspects of the mind and body, developing alongside personal growth throughout one's lifetime. Studies in this area emphasize the importance of examining the relationship between age and talent, stressing the need for comprehensive investigations at every stage of human development. Upon thorough examination of the existing body of literature pertaining to this subject matter, it became evident that a multitude of researchers subscribe to a variety of perspectives and positions regarding this particular issue. Through critical analysis and synthesis of the information available, several prevailing viewpoints emerged among scholars in the field. The proficiency in language, which is considered a talent, is closely linked to overall cognitive abilities. Hence, it is crucial to demonstrate one's overall attitude rather than solely focusing on language skills. Linguistic talent necessitates a comprehensive evaluation of various components and specific inclinations in order to accurately diagnose it. For instance, delving into the examination of the mechanisms behind the interplay between the hemispheres of the brain, as well as exploring the cognitive and communicative characteristics that arise from this interaction, investigating the nuances of memory processes, including encoding, storage, and retrieval, analyzing the perception and interpretation of phonemic sounds, and unraveling the underlying linguistic assumptions that shape our understanding of language and its various components.

According to A. A. Leontiev, performance skills are not a singular entity, but rather a combination of various non-specific components. These components work together to create the overall ability to perform effectively in a given task or activity. In essence, performance skills are not just one skill, but a complex interplay of different abilities and qualities that contribute to successful performance.¹

Challenges in ascertaining language proficiency and inadequate data regarding sleep patterns can pose significant obstacles in research and assessment. The complexities involved in measuring language skills and the lack of comprehensive information on individuals' sleep habits can complicate our understanding of these

¹ <https://cyberleninka.ru/article/n/psihologo-pedagogicheskie-usloviya-razvitiya-lingvisticheskikh-sposobnostey-mladshih-shkolnikov>

phenomena and hinder our ability to draw accurate conclusions. Additional research and advancements in data collection methods are needed to address these challenges and improve our knowledge in these areas. Linguistic talent encompasses various facets of abilities and inclinations related to language, encompassing communicative skills, a keen sense of language, and intuitive understanding of linguistic nuances.²

The process of assessing language skills in adults differs greatly from that in children. Adults typically undergo standardized tests to gauge their proficiency in a language, whereas children may lack the experience or exposure to foreign language learning. Additionally, linguistic and didactic evaluations may not be suitable or accurate for assessing children's language abilities. Learning how to communicate in a foreign language involves engaging in activities that require communication in the native language. Therefore, assessing one's ability to communicate in a foreign language should be done through participation in language activities. If a child lacks the basic skills necessary for speech in a foreign language, it becomes challenging to accurately evaluate their language proficiency. When it comes to organizing educational and speech activities, it is crucial to carefully plan and consider various factors. These include selecting the most suitable type of activity based on the age group, assessing the complexity of the activity and educational materials to ensure a positive learning outcome, setting clear goals and evaluating their significance for the student, creating an engaging and motivating atmosphere, incorporating language materials effectively, and utilizing the positive outcomes of the activities to boost self-confidence and self-esteem for future success. Overall, the planning and execution of these activities play a vital role in promoting learning and personal growth.

Mastering a foreign language is of great psychological importance, especially during the formative years of childhood. It is during this time that children transition from a mixed class of perception to a more coherent and meaningful understanding of language and communication. Teachers play a crucial role in developing children's logic and ability to construct coherent speech, as well as helping them to organize and memorize language material effectively. This process is essential for memory development and lays the foundation for future language acquisition. Introducing foreign language learning at an early age is justified by children's natural inclination towards languages and their emotional readiness to engage with new linguistic challenges. Furthermore, early exposure to languages can enhance children's motivation to learn and participate actively in global communication, providing them with valuable skills for the future. In addition to memory and thinking, imagination also plays a significant role in language learning. Creative imagination allows children to create and manipulate situations and images that may not exist in reality, enhancing

² <https://wos.academiascience.org/index.php/wos/article/download/1693/1594/3262>

their ability to understand and use language in a variety of contexts. Personification, a form of creative imagination, can be utilized in the learning process to make foreign language concepts more engaging and relatable.

The optimal age to begin acquiring a foreign language is during the early years of primary school, which typically starts at around six years old. One of the most crucial factors that contribute to the successful teaching of a second language to young children is their psychophysiological readiness to learn systematically. This readiness encompasses various aspects, including the students' cognitive abilities and cognitive development, such as memory, attention, thinking, perception, and imagination. Additionally, their emotional-volitional and personal characteristics play a significant role in language acquisition, as does their ability to exhibit deliberate behavior and form effective communication skills. Moreover, a positive motivation to learn a foreign language and a certain level of knowledge and understanding of the world also contribute to the effectiveness of language instruction at this early age.³

The field of language psychology focuses primarily on the subjective, internal challenges individuals face when learning a new language. One of the most significant hurdles to overcome when embarking on this journey is the initial fear and apprehension that can accompany such a daunting task. This fear is often most prevalent in adult learners who may feel overwhelmed by the perceived difficulty of acquiring a new language. Ultimately, it is up to the individual to make the decision to push past these barriers and commit to the learning process. This fear can be linked to various factors, such as the potential for failure and a decline in self-assurance. Among many Russians, the primary apprehension when conversing in a foreign language remains the fear of committing grammatical errors. In this regard, it remains a psychological challenge for us to distance ourselves from the Soviet grammar-translation approach, which prioritized the formal correctness of a sentence over its communicative value. Interestingly, we are able to make grammatical mistakes without much concern when speaking in our native language, and sometimes we even do so intentionally for stylistic purposes. Surprisingly, these errors do not hinder our ability to effectively communicate in our native tongue.

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³ <https://cyberleninka.ru/article/n/chet-tilini-o-rganishning-psixologik-jihatlari>

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