

## THE BASIC PECULIARITIES OF FOREIGN LANGUAGE TEACHING, MODERN APPROACHES AND MAIN INSTRUCTIONS

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**Abstract:** As we know, methods of teaching foreign languages have a great importance in the education system. Each subject has its own teaching psychology. In this article, modern psychological methods, approaches and instructions for teaching foreign languages are mentioned. Basic information about the essence of scientific research on foreign language learning and the psychological aspects of increasing the effectiveness of foreign language learning is presented.

**Key words:** psychology, teaching methodology, foreign language, psychological research, approaches, trends.

### INTRODUCTION

During the years of the development of pedagogical psychology, psychological researches on teaching and mastering a foreign language show that mastering a foreign language, like a mother tongue, has always been the focus of attention not only of expert teachers and methodologists, but also of psychologists. It is not a problem of the methodology of teaching a foreign language, but a problem of correct use of the psychological mechanisms of mastering speech and grammatical-syntactic experience, adequate mastering and interpretation of linguistics. Psychology is of great importance in the study of every subject, because human thinking, various processes occurring under his consciousness, psychological states, mental experiences and dreams directly contribute to language learning. Also, the psychology of teaching foreign languages is implemented on the basis of psychological approaches with objects and subjects. In this, a person learns a foreign language through his interest in the language as a factor.

Interest in psychology as a field of science and practice clearly dominated throughout the 20th century, although most psychologists had to work as psychology teachers whether they wanted to or not. At the same time, it was assumed that in-depth knowledge of scientific and practical psychology is enough for successful teaching of psychological sciences. However, in recent years, the number of specialists who are aware of psychology as a subject and science is increasing. Psychology as a science is not the same concepts. The psychology course has its own didactic tasks, therefore, for successful teaching, only psychological knowledge is not enough, teaching ability is also necessary.

In Uzbekistan, psychology has been taught as a subject since 1928 at the current National University. In 1929, a psychology laboratory was opened under the Commissariat of Public Education. Later, education in several fields of psychology began to be given to students in pedagogical institutes. In the second half of the 20th century, local cadres such as M. Vahidov and M. Davletshin developed. Currently, doctors of psychology V. Tokareva, E. Ghaziyev, B. Kadirov, G. Shoumarov, R. Gaynutdinov, V. Karimova, Sh. Barotov, A. Jabbarov, R. Sunnatova are conducting research in the fields of general psychology, pedagogical and youth psychology, and social psychology. Training and research work of psychologists is carried out at the bases of the National University of Uzbekistan, SamSU, Fergana University, Karshi University, and Termiz University. Psychological service has been introduced in Uzbekistan and its network is expanding.

### MAIN PART

Many scientists conducted psychological research on the problem of learning foreign languages, including K.D. Ushinsky, P.F. Kapterev, 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 "On measures to bring the popularization of foreign language learning in the Republic of Uzbekistan to a qualitatively new level" 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, the fact that foreign language teachers pay attention to the psychological characteristics of foreign language students is a necessary condition for improving the quality and effectiveness 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 understand the psychological aspects of understanding foreign language text, memorizing foreign language words and ensuring that foreign language students expand their thinking in a foreign language in the process of mastering a foreign language. requires. It is necessary for the teacher to study the psychological features characteristic of the development of foreign language students, to be aware of the psychological laws of the students' mental development, to study the factors that actively influence the student's psychological development. contains data. 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's inability 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 even more.

Foreign language teachers should properly organize modern psychological approaches to foreign language teaching in foreign language teaching classes. In order to increase their pedagogical skills and professional competence in teaching a foreign language, they know the effective forms of innovation in their pedagogical activities, the technologies of creating didactic tools and electronic educational materials, and their use in the educational process of foreign students. serves to increase the quality of language learning. Foreign language teachers should be able to correctly apply psychological exercises in teaching English.

It depends on the pedagogical skills of the teacher that foreign language students can apply psychogymnastics training aimed at reducing stuttering, distraction and fatigue in language learning and preventing negative changes. During the lesson, the child's mental processes, attention, thinking, perception, imagination, memory and interest in learning are developed in the form of games. The use of group games also helps to develop such qualities as communication skills, mutual understanding, partnership, mutual responsibility. We will consider how the teacher organizes short psychogymnastics exercises with the formation of emotional-emotional unity in teaching English from foreign languages. When performing the English minute exercise, it is not necessary to practice it only by repetition. When teaching the phrase "I am happy", the teacher should focus on making the students feel their own happiness.

- I am happy - When saying I am happy, the student should raise both hands a little and show a happy mood.

- I am cheerful - When saying I am cheerful, students should show two thumbs.

- When students say I am merry, they nod their heads in both directions, forming a positive emotionality in them. Creating an atmosphere of creative enthusiasm in foreign language and English classes develops the student's interest, cognitive process, speech, interpersonal relations, and social adaptation skills. These aspects are diagnosed by the teacher and the dynamics of qualitative changes are analyzed.

As we come to modern trends in education development, there are basic features of each trend in education from the psychological point of view. The goals, duration, structure and content of psychology education are largely determined by national education systems, historical traditions, the level and position of psychology as a science in a particular country, economic and political factors. One of the leading researchers of psychology of higher education A.A. Verbitsky singled out the

following trends in education, which manifested themselves until the end of the 20th century and were manifested in different degrees.

The first trend is to understand each level of education as an organic component of the continuous public education system.

The second system is the industrialization of education, i.e. its computerization and corresponding technologies, which allow to effectively increase the intellectual activity of modern society.

The third trend is the transition from mainly informational forms to active teaching methods and forms, including elements of problematic, scientific research, and extensive use of resources for independent work of students.

The fourth trend, according to A.A. Verbitsky, "is a transition from strictly regulated, controlling, algorithmic methods of organizing the educational process and the psychological management of this process to development, activation, activation, play and is compatible with the search for didactic conditions ...".

The fifth and sixth trends are related to the organization of interaction between the student and the teacher, and define the need to organize learning as a collective, joint activity of students, where the main focus is on "the teacher's from teaching activity to educational activity".

### CONCLUSION

Based on the above points, using the scientific articles of the psychologist A.K. Shamshetova, it can be concluded that foreign language teachers take into account the psychological individual characteristics of the student when teaching English and use two or five minutes of mood-raising psychogymnastics in English. attention is drawn to the fact that their proper organization not only increases the effectiveness of the lesson, but also forms positive emotional relationships in students.

Education is a progressive process, going hand in hand with human development in general as well as with its cultural, technological and social progress; education should be as much coherent and updated as possible, it should be based on effective curricula and be conveyed by people with deep scientific, pedagogical, methodological and ethical knowledge. Means available to present-day teachers to realize effective teaching processes are endless. This freedom in choosing teaching methods, releases a great number of ideas to be used in our classrooms. The time of our students is priceless so it is very important for teachers to compare, analyze and evaluate methods they are using to motivate students and realize a qualitative teaching. In our research we were focused in teaching methods that have been widely used recently. In the theoretical study of these methods we are presenting our observations and experience as well as that of some other colleagues of ours, related to the work with students.

As an additional conclusion, it should be noted that the role of psychology in teaching a foreign language is very important, at the same time, teachers should be

aware of pedagogical psychology. Currently, more than 90 percent of graduates who have not received sufficient knowledge in these areas of psychology, which are absolutely necessary for teachers, are going to teach in schools. The main tasks of the teacher are to explain, teach, and to teach and educate students using these methods. The educational process is carried out partially, and the upbringing process is mainly carried out by influencing the conscience. Education and training activities can be held without affecting the environment. But the efficiency of the measures will be very low. The importance of broadcasting in the process of education is that, with the help of it, students are convinced of the necessity of positive qualities, and these qualities are instilled into their minds. This cannot be achieved by preaching alone.

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