

SOME PSYCHOLOGICAL ASPECTS OF TEACHING ENGLISH AS A FOREIGN LANGUAGE

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Abstract. The article covers main theories about several psychological aspects of teaching English as a foreign language. In addition, ways of avoiding the fear learners face in communication and the role motivation are discussed.

Key words: emotion, learners, language acquisition, a foreign language, language psychology, motivation.

In modern conditions, the issue of learning English is becoming increasingly important. This language serves as a leading means of intercultural and inter-linguistic communication, serves as a means of forming a global identity and is the most widely studied foreign language in the world. It is not surprising that in such conditions, English is mandatory for study both at school, college and University.

Currently, there is an extraordinary interest in the process of learning a foreign language. Representatives of science conduct a large number of studies of various aspects of this process. At the same time, the main attention is paid to the study of linguistic and methodological characteristics involved in the process of mastering a foreign language, whereas attempts are much less common conducting a psychological analysis of the named process. In the conditions of the modern world, the question of qualitative improvement of the education system sharply arises, which is directly related to the development of more advanced, scientifically based methods of teaching English as a foreign language, mobilizing the creative abilities of the individual. Updating the methodology of teaching English as a foreign language should have a psychological justification. This need is doubly increased because the subject of study itself, a foreign language, is a phenomenon that is closely connected with the mental activity of a person. The learning process is based on the psychological, personal capabilities that teachers and students of the university use, as well as on the socio-psychological capabilities that are embedded in the system of interactions and relationships characteristic of a developed educational team.

Among the main psychological aspects of learning English, the most important are: motivation and interest in learning a language; ability to learn a language; the ratio of language and speech in learning; language barrier. Motivation is a key factor in language learning. As in any activity, when 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 for success. Motivation to avoid failure can give a one-time

result. For example, a student is afraid to fail an exam with a demanding English teacher. He will pass the exam, perhaps not bad, but there will be no long-term effect of such local success.

Psychology denies the similarity of abilities with knowledge, skills and habits, and at the same time emphasizes their unity. For the manifestation of abilities, activity is necessary, which, in turn, is not carried out without abilities. In the process of learning English, it may be clear whether a person has abilities or not. English language skills, as well as other areas of human activity, are interconnected with interest and motivation. The better a person does a job, the more interesting he becomes, because he learns more and more new things and feels the practical benefit of the acquired skills. In the modern world, practical profit is one of the main factors in motivation, and motivation also grows due to the desire to achieve better and better results, understanding that a person achieves a lot with relatively little effort.

Deeper language acquisition occurs when using grammar-oriented techniques. Within the framework of a grammar-oriented approach, language partly turns into an end in itself, but this cannot be considered a disadvantage. Such an integrated approach is primarily aimed at developing students' ability to understand and create speech. The methodology involves interaction with native-speaking teachers, but this has its positive aspects: a teacher who is not a native speaker has the opportunity to analyze and compare two language systems, compare constructions, it is better to convey information, explain grammatical rules, and prevent possible errors. It should be noted that recently the Western world has appreciated the priority of bilingualism (possession of two languages). Teachers who are able to think in the context of two cultures and convey to students the appropriate information are most appreciated in the modern world.

Language psychology deals primarily with subjective, internal barriers. The first and main obstacle that must be overcome when starting to learn a foreign language is to overcome the initial fear of a seemingly difficult task. As a rule, such obstacles arise in people who, as adults, begin to learn a foreign language. An adult must make his own decision.

This fear can be attributed, for example, to the possibility of failure and loss of self-confidence. For many Uzbek students, the main fear during a conversation in a foreign language is still the fear of making a grammatical mistake. In this sense, it is still psychologically difficult for us to move away from the traditional system of grammar-translation, where the formal correctness, and not the communicative value of the vocabulary, comes first. At the same time, we make very calm grammatical mistakes when speaking our native language, sometimes deliberately breaking it for methodological purposes, and this does not at all undermine our communication in the language.

In the process of learning a foreign language, the psychologic and pedagogical aspects will be closely related, since in the process we teach or learn speech, communication and master the system of its implementation. The psychological aspects of Language Teaching determine not only the goals and objectives of teaching, motivation, student interest, etc., but, apparently, the specific methods and approaches to learning, so the importance of language teaching cannot be ignored. The psychological component in this educational process. English as a foreign language is very specific as an academic discipline. By itself, this is not a science, but all sciences and all areas of human knowledge are associated with it, since without language there will be no knowledge.

Overall, the influence of language learning on the personal, general intellectual and general cultural development of the individual is great, once again emphasizing the important role of psychology in this process.

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