

## PSYCHOLINGUISTIC ISSUES IN TEACHING FOREIGN LANGUAGE TO UZBEK LEARNERS

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**Abstract:** *Psychological aspects of learning a foreign language* The factors influencing on the successful studying of a foreign language are viewed in the article. The author shows their correlation and influence on the process of studying of a foreign language. The methodical and psychological aspects of studying of a foreign language are examined in the article.

**Keywords:** *Foreign language, factor, motivation, abilities, barrier.*

### Introduction

and it is the most studied foreign language in the world. In these circumstances, it is not surprising that English is compulsory to study both at school and at college or university. At the same time, it has been repeatedly noted that many people study English, but only a few know it well. Despite the universal recognition of the importance of good language teaching in modern conditions, a person with a non-linguistic education who is fluent in English is not very common in our country.

### Literature analysis and methodology

Currently, there are active methodological studies of effective ways of mastering the English language in linguodidactics. In addition, the concept of "effective way" includes the concept of "fast way", since the accelerating pace of life in the 21st century does not allow a person to methodically study English for several years, considering this an unlikely result in the future. Modern man urgently needs a result, already on the way. On this path, the result will be clear, of course, not fluency of speech, but at least conversation in English on everyday topics in the simplest situations of social interaction. The same didactic methods and techniques can be effective in one situation and ineffective in another. [1]

Considering all this, it seems that one didactic understanding of the problem of learning English is not enough. More attention should be paid to the factors that influence this process, but lie beyond the limits of linguodidactics. The most important of them are psychological, and in this article we will show their connection with purely methodological aspects. Among the main psychological aspects of learning English, the most important are: motivation and interest in learning a language; the ability to learn a language; the ratio of language and speech in learning; the language barrier. Motivation is a key factor in learning a language. As in any activity, when a person does not want to do something or does it by force, he cannot achieve a high result. The result in learning a language can only give motivation to success. Motivation to avoid failures can give a one-time result. For example, a student is afraid of failing an exam with a demanding English teacher. He will pass the exam, probably not bad, but there will be no long-term effect from such local success. The fact is that the skill of a foreign language needs to be formed and developed gradually, and then maintained throughout life, which is undoubtedly necessary; it cannot be done by force. For people learning English, the demand in the labor market is an important motivational factor. [2]

Indeed, in the context of economic globalization, there is an increase in trade and business ties between countries. This is due to the rapid development of international firms all over the world, including in Russia. They are actively developing their business, expanding it, opening new departments and representative offices, thereby creating new jobs. Work in such firms, as a rule, is more promising for a specialist both financially and in career terms. At the same time, he makes more demands, among which, in addition to basic skills, there is also knowledge of English. The knowledge of English by employees is an important factor in the economic competitiveness of the company, that is, part of its intellectual capital. [3]

In this regard, when learning a language, there should initially be an installation that the English language itself is only a means of receiving and transmitting this or that information. If a person is interested in the information he is working on (i.e. materials in English), he is also interested in the process of learning English. The psychological component here is closely connected with the most important methodological component, that is, with the content of teaching English, which should be selected in accordance with the interests and age characteristics of students to maintain a high level of motivation. [4]

Despite the evidence of the above arguments, many still do not adhere to this, although they are beginning to learn English well. Why do they lose motivation? The fact is that English needs to be practiced constantly and systematically, unlike, for example, mastering a computer system or learning to drive a car, and many are not ready for this. Often some circumstances prevent him from doing this and become a convenient excuse for him. This requires certain voluntary actions that are ignored. Another feature of English as a skill is that it is not necessary in everyday life. After all, if all the information is in Russian, if you are in the environment of your native language and feel comfortable in it, strong-willed efforts are needed to create an artificial foreign language environment for yourself. On the other hand, many have studied English without visiting countries where it is the official language, and it cannot be said that they have any superpowers. Abilities are called personality characteristics that have a psychological character that determines the success of acquiring knowledge, skills and abilities, but in themselves are not reduced to their presence. In learning English it is necessary to talk about language knowledge and speech skills in four types of speech activity: speaking, listening, writing, reading. [8]

Denying the similarity of abilities with knowledge, skills and habits, psychology simultaneously emphasizes their unity. For the manifestation of abilities, an activity is necessary, which, in turn, cannot be realized without abilities. In the process of learning English, it may become clear whether a person has abilities or not. English language skills, as well as other spheres of human activity, are interrelated with interest and motivation. The better a person does something, the more interesting it is, because he learns more and more new things and feels the practical benefits of the acquired skills. In the modern world, practical use is one of the main factors of motivation, and motivation also grows due to the desire for better and better results, a person understands that he achieves a lot with relatively little effort. [6]

On the other hand, if the motivation to learn English comes not primarily from the language itself, but from some other external factors, he can develop language skills primarily through regular and conscious practice. Teachers often say that there are no people who do

not speak English to increase the motivation of students, because if a person speaks Russian, it means that everything is fine in the brain processes responsible for speech, so of course he can also speak English. English language skills are an objective advantage, this advantage should be developed through constant practice, otherwise it will level out. Constant practice is the key to success from a purely methodological point of view. Indeed, all the rules of English grammar can be formulated in an hour. Even a few thousand words can be learned in a very short period of time if you clearly define such a task for yourself, but this is not only learning language material, but also never forgetting it, and this is the most difficult. Even English language experts admit that if they don't train for a month or two, they feel a little insecure, like an athlete out of shape. The principle of "we only know what we remember" is more suitable for knowledge of a foreign language than for other spheres of human activity. Often the lack of abilities serves as an excuse for a person who does not want to learn English. Objectively, a lower level of difficulty in the early stages of learning this language, for example, is quite unlike complex Oriental languages, it allows us to assert that almost anyone can master it to one degree or another. It is important to note that the search for the most effective methods and approaches to teaching English should be aimed specifically at people with average abilities. It is necessary to ensure the development of these abilities in the learning process, since one of the goals of learning is development. A person who speaks a foreign language, as a rule, easily learns it by any means, another thing is that the poor quality of teaching (both the method and the work of the teacher himself) can kill interest in the language and reduce its motivation to master it. [10]

It is also interesting that very rarely a person speaks one foreign language perfectly and does not speak others at all, at least at the initial level. The fact is that a good knowledge of any language allows you to see the connection between the languages of a group or family, so the development of each subsequent language is greatly facilitated on the basis of existing language knowledge, as well as the experience of learning a foreign language and speech activity not in the native language. The problem of the relationship between language and speech in connection with learning English can be formulated as follows: where to start and what to prioritize? All methods and approaches to teaching foreign languages can be divided into two large groups: language-speech and speech-language. However, it is wrong to say that speech skills are not formed when learning a language into speech. It is formed passively, and this process is much slower. Therefore, in order to master the language in this way and learn to speak it well, you need to learn it for a very long time, and the result will not be visible immediately, which is permissible only in cases where there is a person's individuality, interested in the language itself. As a rule, such people become professional linguists. Teaching speech to a language is called communicative. The highest value in it is not the formal correctness of what is said, not its linguistic content, but the content, the communicative motivation of the reader and the speech act itself. With such training, language should not be a goal in itself, but act as a means of receiving and transmitting information. If a language is taught precisely as a means of implementing speech, its communicative function, which is the main one, looks much better. [12]

Communicative education emerged in the 1970s and 1980s, when a pronounced pragmatic orientation of scientific research manifested itself both in the general conceptual

position of the methodology of science and in the technology of teaching foreign languages. Methodical the approaches have acquired a pronounced communicative character. This led to a radical turn to natural communication in the process of learning a language, to the reorientation of this process to the formation of communicative competence, followed by consideration of situational and personal factors that ensure the ability to communicate in the language being studied. identification of features of speech behavior in a foreign language.

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Thus, since the 1970s, methodologists who adhere to the positions of the communicative approach, following linguists, have sought to rely on the social and functional aspects of the use of language in specific situations of speech communication. The object of formation in communicative English language teaching is not only specific knowledge, skills and abilities, but also communicative competence, which allows a person to respond effectively to English in oral communication. [9]

Linguistic competence refers to a person's mastery of a certain way of y language knowledge and related skills and abilities related to various aspects of the language, namely grammar, phonetics and vocabulary. In addition, the question arises, what lexical units, grammatical constructions are needed by people of different ages, professions, etc. a vague language has been and remains open in the methodology of ensuring their effective social interaction. The fact is that the word and grammatical constructions are studied in order to turn them into meaningful sentences, that is, they have a clearly expressed speech orientation.

Indeed, if we teach communication not in our native language, we cannot limit ourselves only to the language code, the acquisition of a certain number of skills, as well as their development in certain situations of social interaction. Verbal communication should be attributed to other types of activities in which it serves as a means of their implementation and is an opportunity not only to exchange certain information with another person, but also to understand the interlocutor as a person, which will certainly lead. to achieve success in cooperation with him. The truth is that if we teach communication that is not a native language, we cannot afford only a linguistic code, a certain appearance, development in stable situations of social interaction. . Verbal communication helps other activities in which it is implemented, serving as necessary tools and allowing a person to exchange certain information with another person, as well as adapt the conversation as a personal one. Strategic and discursive competencies. These components of communicative competence are closely intertwined with questions of rhetoric. Answers questions such as how to work in an oral presentation, what is the content of speech, How to interact with the audience, etc. [13]

It is no secret that even if we speak our native language, knowledge of words and their stylistic features does not present any difficulties for us, reliable and logical construction of speech and, thus, achieving the intended goal is not always and not everyone succeeds. the influence of the word. This is largely due to the fact that in lessons, both in a foreign language and in their native language, oral statements of students often express speech not in substance, but only in form. Often, communicative learning is perceived simplistically as a process when a person simply speaks English and does not practice grammar, vocabulary, etc. at all. This concept is a misinterpretation of communication techniques. He has a place to work on all aspects of the language, including grammar, but this happens on the basis of real situations of

speech interaction caused by certain didactic forms, methods and techniques. Here psychology is very closely connected with didactics. Often, communicative learning is simplistically perceived as a process that does not practice grammar, vocabulary and desires at all, when it is done simply in personal English. This concept is a misinterpretation of communication techniques. He uses all the actions of the language to work on this grammar, but this is based on the real benefits of the impact of creating certain didactic forms, methods and techniques. Here psychology is very closely connected with didactics. Nevertheless, in modern conditions, when more and more of our citizens come into contact with native speakers of English or speakers of other languages who speak it fluently, the importance of conversational practice is undeniable. To overcome the so-called language or communication barrier, that is, the psychological fear of speaking English, nothing can replace it. In modern pedagogical practice, foreign language teachers often face a situation when a person who has successfully learned a foreign language finds himself in a situation of social interaction in this language at home or in professional activity. At the same time, he can handle it well if he was modeled by a teacher in the classroom. In real communication, the language barrier prevents the realization of his linguistic knowledge, skills and abilities. The opinions of teachers and linguistic psychologists agree on the following: language barriers often prevent adults from successfully mastering a foreign language and can be internal and external. External obstacles are objective and arise before a person regardless of his desire. For example, if he cannot choose for himself a suitable teaching method that meets his goals, or find a suitable teacher. Certain organizational efforts are required to overcome them. Internal barriers are subjective, they are more difficult to overcome, because they are formed in ourselves, and their roots can be very deep in your subconscious. [11].

### **Discussion And Results**

The psychology of language is primarily concerned with subjective, internal barriers. The first and main obstacle to 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 begin to learn a foreign language in adulthood. An adult must make his own decision.

This fear can be explained, for example, by the possibility of failure and loss of self-confidence. For many Russians, the main fear when speaking in a foreign language is still the fear of making a grammatical mistake. In this sense, psychologically, it is still difficult for us to move away from the Soviet grammatical and translation system, in which the first place was put not the communicative value of vocabulary, but formal correctness. At the same time, we very calmly make grammatical mistakes when speaking in our native language, sometimes deliberately distorting it for stylistic purposes, and this does not interfere with our language communication at all. In the era of telecommunication technologies, it becomes obvious that linguistic knowledge alone, which is nothing more than theoretical linguistic information, is not enough for effective communication. Only having them and not having speech abilities, we know the language in a "dead" form. This is the most common problem for people learning a foreign language using the traditional grammar-translation method. [6]

To solve this problem, it is necessary that the teaching of a foreign language in our country has a communicative character and is focused on real everyday communication, involving the exchange of information not only through language, but also through emotions.

In practice, it is quite difficult to do this, since such communication involves relaxation and concentration on the process itself, on getting pleasure from it. Our students and teachers in educational institutions standards and programs within the framework of focused, this actually means focusing on a specific result, which, moreover, is not always achieved. In the process of learning a foreign language, the didactic and pedagogical aspects become closely interrelated, since in the process we learn or study 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 learning determine not only the goals and objectives of learning, motivation, interests of students, etc., but, apparently, also specific styles and approaches to learning, so the importance of language learning cannot be underestimated. The psychological component of this educational process. Foreign language as an academic discipline is very specific. It is not a science in itself, but all sciences and all areas of human knowledge are connected with it, because without language there would 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 once again emphasizes the important role of psychology in this process.

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