



PSYCHOLOGICAL FACTORS IN FOREIGN LANGUAGE TEACHING

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Abstract

The article discusses the main psychological factors influencing the teaching of foreign languages to children of primary school age. The choice of the topic of this work, the psychological features of teaching foreign languages to young children, is not accidental, since early learning of foreign languages is one of the priorities in the educational policy of both our country and Western European countries.

Keywords: psychological factors, young children, teaching foreign languages, sensitivity, linguodidactic foundations, psycholinguistic foundations of learning.

Introduction

The 21st century is the heyday of information technology. Our country's foreign economic and cultural ties are expanding, the social order of learning foreign languages is being formed, and the need to learn them is growing year by year. This fully applies to the preschool period.

Psychologists and physiologists base the introduction of early foreign language teaching on children's natural propensity for languages and their emotional readiness to learn them. There is evidence in both locals

[3] and foreign psychology [2] that a child learns a foreign language more easily than an adult. In this case, they are usually related to the sensitivity (sensitivity) of preschool and primary school age children to mastering common languages, in particular foreign languages. The duration of the sensitive period for different researchers is determined in different ways: Eliot - from 1.5 to 7 years, Penfield and Roberts define it from 4 to 8 years. It is at this age that children are characterized by a natural curiosity and the need to learn new things. They tend to be more flexible and faster than the later stages of language material acquisition. With age, a person gradually loses these abilities, his sensitivity to perceive sounds and the ability to imitate them decreases, short-term memory weakens, as well as the ability to see, and most importantly, the ability to hear. A child under the age of nine is a speech therapist. What is most successful at a young age is that a young child learns to pronounce foreign sounds, words, and intonation without stress, provided he or she constantly listens and imitates speech in a foreign language.





Most researchers agree that it is possible to conduct special foreign language classes with children aged 3 to 10 years - it is useless, after 10 years - it is useless to hope for a positive result. It is best to learn a foreign language at the age of 5-8, when the child has already mastered the mother tongue system well and he or she understands the new language. If the methodological system is built very competently from the linguodidactic and psycholinguistic point of view, then the success of mastering the proposed limited language material and creating the necessary conditions for the subsequent mastering of any foreign language is ensured by almost all children. [4]. Thus, different authors indicate different ages at which to start learning a foreign language. At the same time, the recommendations of the International Seminar under the Council of Europe state that it is preferable to start learning a foreign language at the earliest age - 7 years old.

The success of teaching foreign languages to children in primary school depends on the following psychological factors:

Psychophysiological readiness of the student for the systematic acquisition of the second language;

Features of cognitive activity and cognitive activity of students;

Features of the development of high mental functions of the student (memory, attention, thinking, perception, imagination);

Emotional and personal characteristics of students;

Arbitrary behavior, the formation of communication skills;

Positive motivation to learn a foreign language;

a certain level of knowledge and ideas about the world around [1].

Foreign researchers often emphasize the following qualities that are characteristic of children of primary school age:

low concentration of attention;

propensity for kinesthetic forms of work;

prefer to study the whole, not the individual;

concentration of attention occurs here and now;

understanding the situation before understanding the use of a foreign language;

rapid memorization is accompanied by rapid forgetting;

mechanical memory takes precedence over logical memory;

lack of limiting factors in speech;

not to be afraid of making mistakes and willing to work on them;

A very important advantage of preschool and primary school age is the motivation to move globally in children, which allows you to organize the teaching of foreign languages as a means of communication naturally and effectively and build it as close





as possible to the process. the natural process of using your native language. This is possible because almost any language unit can be communicatively valuable using a specially organized game in the learning process. And then the effectiveness of shaping the ability to communicate in a new language in younger students increases due to the interaction of play motivation and interest in school.

The most important feature of any mental and practical activity is attention. In elementary school students, voluntary attention is better developed than involuntary attention, meaning that a child of this age can easily focus on colorful and moving objects, but hardly absorbs boring (unofficial) text. The success of learning activities depends in many ways on voluntary attention, so it is important for young learners to develop this type of attention.

Psychological processes such as cognition are important for learning a foreign language. It is in the lower classes that the transition from mixed, fragmented perception to the fragmented, meaningful representation of things and events takes place.

A special task for teachers is to develop the ability to construct speech logically and consistently, to reconstruct material into semantic blocks. This is especially important for memory development. The transition to semantic memorization occurs at this age, so children need to be taught specific ways of memorizing language and speech material, distributing it over time.

Closely related to memory and thinking, it is a mental process like imagination. There is a voluntary and involuntary, reproductive and creative imagination. In the creative imagination, situations and images that are not in reality are restored and recreated. One of the above forms of imagination is personalization. Based on it, the learning process and grammatical aspect of foreign speech can also occur.

The main feature of the imagination is to focus on the future. By developing this function in the child, we create the necessary conditions for the formation of his creative abilities [1].

Thus, the introduction of early learning of foreign languages is justified by the natural propensity of children to languages and their emotional readiness to learn them, as well as the advantages of global active play motivation of primary school age children. The most comfortable age at which it is preferable to start learning a foreign language early in primary school is six years old.

One of the most important psychological factors in the success of teaching a foreign language to children of primary school age is: the psychophysiological readiness of the student for the systematic acquisition of a second language; characteristics of students' cognitive activity and cognitive activity; features of the development of high





mental functions of the student (memory, attention, thinking, perception, imagination); emotional-volitional and personal characteristics of students; arbitrariness of behavior, the formation of communication skills; presence of positive motivation to learn a foreign language; a certain level of knowing and understanding the world.

Primary school age, the leading activity of this age, allows to realize the communicative direction of education at an early stage, due to the peculiarities of games.

In the process of mastering new means of communication by students, they develop intellectual, speech and emotional abilities, as well as personal qualities: universal values, interests, will, and so on.

In addition, early learning of a foreign language allows you to have direct access to the values of world culture as quickly as possible, which effectively affects the development of the child as a person.

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