



WHAT FORMS CONSCIOUS LEARNING OF A FOREIGN LANGUAGE

Galina Arseniyevna Kan

Senior Teacher, Department of English Language Teaching
Methodology № 1, Uzbekistan State University of World Languages

Abstract

Learning good English means getting all the significant moments of a native's speech and correct expression of yours in a foreign language. It is very important to be strongly motivated to study a foreign language at a professional level. Whenever we teach a foreign language there must be a perfect goal which gives the students an impetus and makes them move to achieve the goal. The attitude to mastering a foreign language determines the content and organization of the educational process.

Keywords: observation, motivation, cognitive, communicative competency, creative, speech environment, organization of educational activities

Introduction

The reformation of education in the country, a significant increase in international relations of Uzbekistan create a certain background for improving teaching foreign languages. After all, the knowledge of a foreign language is evidence of the level of culture and education. The scope of its application for a modern person is expanding significantly with the increase of its need in interstate relations, as well as for further education and the possibility of using foreign literature in one's work.

English as a foreign language is a compulsory subject at all levels of education in our country. The students learn it in order to speak this language. The focus on mastering a foreign language determines the content and organization of the educational process. It is strange to mark that sometimes people are attracted to the learning process itself, and not the end result of acquiring the skill. It is very important for teachers to direct the students' learning to good acquiring of the target language. The students should highlight the foreigners' speech in all its manifestations and use the stock of language material in a coherent whole. [3, 411]

The Main Part

The experience of teaching English students and observing the process of learning a foreign language led me to the fact that teaching foreign languages via cognitive approach makes them think and reflect on what they have learned to apply it further.





There should be a very strong motivation for learning a foreign language, to achieve your goal, i.e. language acquisition. This motivation may be produced by the teacher or the student himself/herself as they may have chosen the university having a great wish for learning a foreign language. It can be influenced by social motives determined by the needs of society; they constitute extrinsic motivation. External motivation exists in two varieties: broad social motivation and narrow personal.

A learner may be a specialist whose need is to have good speaking and writing skills for his job. Or it may be a young beginner who is just starting his life career, and his needs are to get good General English, that is listening, reading, writing, speaking skills.

Communication motivation forces students to learn English, because our students have to use it at work: to teach schoolchildren at school or to communicate with foreigners. Languages open access to professional literature, "live" correspondence, and the English press. Fluent speaking skills give an opportunity to feel like a duck to water in a foreign country.

This is also a cognitive motivation that leads to an in-depth study of the English language. The urgent need of learning English is unprepared speech, which means a willingness to engage in communicative sphere. Students are taught how to use the learned material to express thoughts according to a target language situation, taking into account the specific knowledge of language material.

Students of a foreign language rarely aim to speak it as native speakers, so often the attitude towards the study of a foreign language is somewhat passive. [8,164] People can be interested in the culture of another country, people and their life, learning their customs, travelling a lot as tourism is being developed fast. Country motivation arouses interest in the country, the people of the language studied, in its historical and cultural traditions there. Where there is no foreign language environment, country-based motivation can become an effective stimulus for language learning.

Sometimes they are pushed to learn a foreign language by a completely unexpected factor: such as watching a film, interest caused by any fact.

The main task is the formation of speech automatics aimed at the transition of reproductive speech into productive speech. The development of oral speech skills is improved mainly on productive type exercises.

Is there a difference between knowing a language and being able to use it in a language environment? This question has been constantly debated for a long time.

Speech is a creative process, and each time it is created by the speaker anew, depending on the target communication situation. At the initial stage of study, we



bring students to work on a prepared spoken language which is less creative. Students reproduce the previously learned material in pre-prepared phrases, dialogues, texts. Here it is necessary to support the student in his confidence that he can transform his thoughts into words. The students can answer the teacher's questions and compile questions themselves and ask them to other students. Answers can be complicated by additional information not directly caused by the question. You can ask students to comment on the question or answer the questions on the passage viewed. [8, 166]

Changing the content of information with the involvement of students' life experience will lead them to creative work. Creative thinking should be stimulated in all tasks. If a student finds it difficult to express his/her thought, you can help with suggestive questions, the use of keywords. It is necessary to complicate the material and tasks when the student is forced to put his thought into words without preparation in time. The teacher can make the learner to speak and to use the learned language material without direct motives.

Creating a speech environment at the lesson and interactive communication between the teacher and students helps you quickly navigate the flow of speech.

The main goal of our work is not only to make them use what they have learned, but teach to invest their own thought in a statement, somehow explain the reason for this. The problems with "creative or critical thinking" arise in the initial period, then the very specificity of the profession leads students to creative thinking. The ultimate goal will be achieved if our students actively participate in mastering the language and help us with the task at hand.

Conclusion

There are plenty of incentives to get a good level of English proficiency. As a product of worldwide globalization, English became international as a target communication language. The main motivation for its study is the very fact of its existence. It can be influenced by social motives determined by the needs of society; they constitute extrinsic motivation. External motivation exists in two varieties: broad social motivation and narrow personal. The broad social motivation is it can be influenced by social motives determined by the needs of society; they constitute extrinsic motivation. External motivation exists in two varieties: broad social motivation and narrow personal. Speaking English gives many advantages, such as: to apply for a good position, to increase income, to travel around the world without fear of being misunderstood.

The broad social motivation of P.M. Jakobson considers the basis for students to master a foreign language, and this basis may be the prospect of participating in





various youth forums. The second type of extrinsic motivation is narrow-personal. It defines the attitude to mastering a foreign language as a way of self-affirmation, and sometimes as a way to personal well-being.

Also, this article considers ways and means to increase the motivation of students to learn English. Among the main ways to increase motivation, we single out the content component of training and the organization of educational activities.

References

1. Mineeva O.A., Oladyshkina A.A., Klopova Yu.V. Ways to increase students' motivation to learn English // Azimut of scientific research: pedagogy and psychology. - 2018. - No. 1 (22). – S. 125–128.
2. Solovova E.N. Methods of teaching foreign languages. M. Enlightenment, 2002. 239 pages.
3. Tamochkina G.G. Ways to increase motivation in foreign language lessons // Young scientist. - 2017. - No. 49 (183). - S. 411-412.
4. Ternovskaya O.V. Motivation of students of non-linguistic universities to study a foreign language // Almanac of modern science and education. - 2009. - No. 10. – S. 123–125.
5. Yurchenkova G.D. Motives and anti-motives in the study of a foreign language. Foreign languages at school, 2006, No. 4, p.42
6. M. I. Myatova. The use of video films in teaching a foreign language in a secondary school Foreign languages at school, No. 4, 2006.
7. N. A. Godunova. The use of local history material to increase motivation in teaching foreign languages / Foreign languages at school, No. 7, 2006.
8. Posmetkina N.N. Motivation in the learning and development of a younger student in gaming activities at foreign language lessons // International Scientific and Practical Conference "Pedagogical Management and Progressive Technologies in Education" Collection of articles, May 2006. - Penza, 2006 - S. 163-166.

