

PSYCHOLOGICAL ASPECTS OF LEARNING A FOREIGN LANGUAGE

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Abstract: The article considers the issue of taking into account the psychological characteristics of students in the study of a foreign language for professional purposes. It was analyzed the methodological aspects of taking into account psychological features in teaching a foreign language. Emphasis is placed on the need and importance of taking into account the psychological characteristics of students in the process of learning a foreign language for professional purposes. The main psychological factors of learning a foreign language are identified. Among the main psychological factors are: motivation and interest in language learning, temperament, memory, ability to learn languages, language barrier. Motivation is a major factor in language learning. Only the motivation to succeed can bring results in language learning. Psychological comfort in the classroom is a way to realize their importance in society, trying to get the most information for successful self-development. Under the condition of complete psychological comfort, the intensive development of mental processes and imagination, the improvement of memory, and the ability to communicate begin. Activating memorization processes also plays an important role in foreign language learning. The human brain is a complex mechanism and the main indicator of its efficiency is attention. If attention is reduced, a person can hardly concentrate. The article states that the success of learning a foreign language is determined by a combination of factors: motivational, emotional, cognitive, linguistic, psychophysiological and interactive. This means that the psychological aspects of learning a foreign language determine not only the goals and objectives of teaching, motivation, interest of students, but also the methods and approaches to learning. Emphasis is placed on the need to constantly search for new opportunities and ways to form and improve methods of learning a foreign language for professional purposes. The leading idea of the article is that taking into account the psychological, pedagogical and individual characteristics of students in the study of a foreign language for professional purposes allows to introduce new technologies into the educational process, increase learning efficiency, develop language skills and competencies, develop creative abilities, increase independent and extracurricular activities.

Keywords: foreign language, factor, motivation, capacities, barrier.

In modern conditions, the issues of learning English are becoming more and more important. This language is international, acts as a leading means of intercultural and interlingual communication, serves as a means of constructing a global identity and is the most studied foreign language in the world. It is not surprising that in such conditions, English as a discipline is mandatory for studying both at school, at college and at the university.

Meanwhile, it has been repeatedly noted that many people study English, but only a few are really good at it. Despite the fact that the importance of good language training in modern conditions is recognized by everyone, a person with a non-linguistic education who speaks English well is not a very common occurrence in our country.

Nowadays, in linguodidactics, there is an active methodical search for effective ways of mastering the English language. Moreover, the concept of “effective way” incorporates the concept of “fast way”, since the accelerating pace of life in the 21st century does not allow a person to study English methodically for several years, counting on a possible result that may not be in the future. A modern person needs the result immediately, already on the go. The result on the go is understood, of course, not fluency, but at least to speak on everyday topics in the simplest situations of social interaction in English. The same didactic methods and techniques can be effective in one situation and ineffective in another.[1]

Considering all this, it seems that only a didactic understanding of the problem of learning English is not enough. It is necessary to pay more attention to the factors influencing this process, but lying outside of linguodidactics. Most important of them are psychological ones, which we will consider in this article, showing their relationship with purely methodological aspects.

Among the main psychological aspects of learning English, the most important are the following: motivation and interest in learning the language; language learning abilities; the ratio of language and speech in the study; the language barrier. Motivation is a major factor in language learning. As in any other activity, if a person does not want to do something or does it through force, he will not achieve a high result. The result in learning a language can only bring the motivation to achieve success. The motivation to avoid failure can provide a one - time result. For example, a student is afraid of failing an exam with a demanding English teacher. He will pass the exam, quite possibly, not bad, but there will be no long - term effect from such local success. The fact is that a foreign language skill needs to be formed and developed gradually, and then maintained throughout life, obviously, this cannot be done through force. For people learning English, an important motivational factor is demand in the labor market. [2]

Indeed, in the context of the globalization of the economy, there is an increase in trade and business contacts between countries. This determines the dynamic development of international firms around the world, including in Russia. They actively develop their business, expand, open new divisions and representative offices, thus creating new jobs.

Work in such firms, as a rule, is more promising for a specialist, both from a financial and career point of view. At the same time, it imposes more requirements, among which, in addition to the basic qualifications, English language proficiency. English proficiency of employees is an important factor for the economic competitiveness of the company, that is, it is part of its intellectual capital. [3]

In this regard, when learning a language, there should initially be an attitude that English itself acts only as a means of receiving and transmitting this or that information. If a person is interested in the information (that is, materials in English) with which he works, he will also be interested in the process of learning English. Here the psychological component is closely intertwined with the most important methodological component, namely with the content of teaching English, which should be selected in accordance with

the interests and age characteristics of students in order to maintain a high level of motivation.[4]

Despite the obviousness of the above arguments, many people, having started learning English well, still do not follow through. Why do they lose motivation? The fact is that, unlike, for example, mastering a computer system or learning to drive a car, you need to study English constantly and

systematically, and many are not ready for this. Very often, some circumstances interfere with doing this and act as a convenient reason, an excuse for oneself. This requires certain volitional efforts, which were not taken into account. Another feature of English as a skill is that in everyday life, it does not seem necessary. Indeed, if all the information is in Russian, if you are in your native language environment and feel comfortable in it, then you need strong-willed efforts to create an artificial foreign language environment for yourself. On the other hand, many people have learned English without ever having visited the countries where it is state, while it cannot be said that they have some kind of superpowers.

Abilities are called the characteristics of a person of a psychological nature, which determine the success of obtaining knowledge, skills and abilities, but they themselves are not reduced to their presence. In the case of learning English, one should talk about linguistic knowledge and speech skills in four types of speech activity: speaking, listening, writing, reading. [8]

Psychology, denying the identity of abilities with knowledge, skills and habits, at the same time emphasizes their unity. In order for abilities to be revealed, activity is necessary, which in turn cannot be carried out without abilities. In the process of learning English, it may become clear whether a person has abilities. English abilities, as well as other areas of human activity, are interconnected with interest and motivation. The better a person does something, the more interesting it becomes, as he learns more and more new things and can feel the practical benefits of the acquired skills. In the modern world, practical benefit is one of the main factors of motivation, motivation also grows due to the desire to achieve better and better results, when a person realizes that he achieves a lot with relatively little effort. [6]

On the other hand, if the motivation to learn English does not primarily come from the language itself, but is due to some other external factors, it can develop language abilities, primarily through regular and conscious practice.

Very often, teachers, in order to increase the motivation of students, say that there are no people who are incapable of English, because if a person speaks Russian, this means that everything is fine with the brain processes responsible for speech, and therefore, he can definitely also speak English.

In mastering English, abilities are an objective advantage, meanwhile, this advantage must be developed through constant practice, otherwise it is leveled. Constant practice is the key to success from a purely methodological point of view. Indeed, all the rules of English grammar can be stated in an hour. Several thousand words can also be learned in a fairly short time, if you specifically set such a task for yourself, however, it is important not only to study the language material once, but also never forget it, and this is the most difficult thing. Even experts in the field of English admit that they feel a little insecure if they don't

practice for a couple of months, like an athlete who has lost his form. The principle “we only know what we remember” is better suited for knowledge of a foreign language than for any other area of human activity.

Very often, lack of ability serves as an excuse for a person who does not want to study English. The objectively low level of complexity of this language at the initial levels of its study allows us to assert that almost any person can master it to one degree or another, unlike, for example, much more complex oriental languages.

It should be noted that the search for the most effective methods and approaches in teaching English should be aimed precisely at people with average abilities. It is necessary to ensure that in the process of training these abilities are developed, since one of the goals of training is developmental. A person who is capable of a foreign language, as a rule, easily masters it using any method, 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 motivation to master it. [10]

It is also interesting to note that it very rarely happens that a person knows one foreign language perfectly and does not know any others at all, at least at an elementary level. The fact is that a good knowledge of any language allows you to see the connections between the languages of one group or one family, thus, the development of each next language becomes several times easier based on the existing language knowledge, as well as the experience of learning a foreign language and speech activity in a non - native language.

The problem of the relationship between language and speech in relation to the study of English can be formulated as follows: where to start and what to put at the forefront? All methods and approaches to teaching foreign languages can be divided into two large groups: from language to speech and from speech to language.

However, it is wrong to say that when learning from language to speech, a speech skill is not formed. It is formed passively, and this process occurs rather slowly. That is why, in order to master a language in this way and learn how to speak it well, you need to study it for a very long time, and the result will not be visible immediately, which is permissible only in cases where a person is interested in the language itself. As a rule, such people become professional linguists.

Learning from speech to language is called communicative. In it, the highest value is not the formal correctness of what was said, but its meaning, the communicative motivation of the student and the speech act itself, and not its linguistic content. With such learning, the language should not be an end in itself, but should act as a means of receiving and transmitting information. If the language is taught precisely as a means of implementing speech, its communicative function, which is the main one, is much better visible. [12]

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