

PSYCHOLOGICAL FACTORS OF FOREIGN LANGUAGE LEARNERS
ПСИХОЛОГИЧЕСКИЕ ФАКТОРЫ ИЗУЧАЮЩИХ ИНОСТРАННЫЙ
ЯЗЫК

CHET TILI O'RGANUVCHILARINING PSIXOLOGIK OMILLARI

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Annotation. This article elucidates the distinctive characteristics associated with instructing adults in the acquisition of a foreign language. Furthermore, it scrutinizes the particular facets pertaining to older learners by drawing upon the discourse surrounding the viewpoints of scholars on the subject matter.

Key words: Psychology, teaching foreign languages, educator, educational settings, proficiency learning processes, acquisition of knowledge, school curriculum, learning strategies, Jean Piaget

Аннотация. В данной статье раскрываются отличительные особенности, связанные с обучением взрослых овладению иностранным языком. Кроме того, он тщательно изучает конкретные аспекты, относящиеся к учащимся старшего возраста, опираясь на дискурс, окружающий точки зрения ученых по данному вопросу.

Ключевые слова: Психология, преподавание иностранных языков, педагог, образовательная среда, процессы повышения квалификации, приобретение знаний, школьная программа, стратегии обучения, Жан Пиаже.

Annotatsiya. Ushbu maqolada kattalarga chet tilini o'zlashtirishga o'rgatish bilan bog'liq o'ziga xos xususiyatlar yoritilgan. Bundan tashqari, u mavzu bo'yicha olimlarning nuqtai nazarlari atrofidagi nutqlarga tayanib, katta yoshdagi o'quvchilarga tegishli bo'lgan o'ziga xos jihatlarni ko'rib chiqadi.

Kalit so'zlar: Psixologiya, chet tillarini o'qitish, o'qituvchi, ta'lim sharoitlari, malakani o'rganish jarayonlari, bilimlarni egallash, maktab o'quv dasturi, o'rganish strategiyalari, Jan Piaget

This article explores the role of psychology in teaching foreign languages as an educator in educational settings. When teaching a foreign language, it is imperative for teachers to pay close attention to the psychological aspects of their students, including their level of proficiency, age, interests, and learning style. Of these factors, the most crucial is the teacher's motivation, as it enables scholars to acquire psychological and pedagogical skills while working with learners. Additionally, learners must possess a strong desire to learn the foreign language, as the relationship between learners and teachers is a critical component of pedagogy, which is an essential unit of psychology.

General psychology encompasses pedagogical psychology and developmental psychology, with a specific focus on age-related aspects. During the 19th century, pedagogical psychology emerged as a distinct field, comprising three distinct units:

1. Educational psychology
2. Upbringing psychology
3. Teacher's psychology

In the field of educational psychology, significant emphasis is placed on the study of students' learning processes and acquisition of knowledge within educational settings. Pedagogical and age psychology, on the other hand, primarily focus on the mental processes of pupils and their individual development. This encompasses aspects such as school curriculum, learning strategies, and educational technology.

In the field of developmental psychology, learners can be categorized into different age groups, namely children, adolescents, and adults. Consequently, the study of cognitive science and learning science should take into account the learners' age and level. In order to investigate this theory, it is imperative to refer to Jean Piaget's theory, which posits that children are not homogeneous and, therefore, learners should be instructed using clear objects and demonstrations.

English is the primary medium of instruction in educational institutions, while languages other than English are generally regarded as foreign languages. Consequently, individuals studying these languages are classified as foreign language

learners. Various psychological factors can impact the academic performance of English language learners. These factors encompass age, cognition, intelligence, personality, attention, interest, self-confidence, and motivation. This approach is commonly referred to as psycholinguistics. The psycholinguistic approach posits that language and thought are interconnected yet distinct phenomena. Learning is perceived as an individual cognitive process that subsequently extends to the social realm.

The educational process of the university is a complex and intricate entity. The technical university stands out due to the uniqueness of its learning process goals, objectives, content, forms, and methods, which are specifically designed to cater to the age and psychological characteristics of its students. In order to thrive in the current social and economic landscape, graduates of the technical university must possess qualities such as an entrepreneurial mindset, sociability, and adaptability to different work environments. To efficiently handle the vast amount of information in the workplace, professionals must possess adequate communication skills and resources to receive, analyze, and convey it. In order to effectively teach foreign languages, it is imperative to consider certain psychological factors, including the readiness of learners for a second language, the cognitive ability of pupils, their personal characteristics, communication skills, the presence of positive energy and motivation, and their level of knowledge about words. One of the areas where positive energy can be found is in the process of learning and teaching foreign languages. It is important to note that learning a foreign language involves more than just speaking it; it also requires cognitive ability and intellectual aspects from students. Motivation plays a crucial role in language acquisition, as only those who are motivated to succeed are likely to achieve positive results in their language learning endeavors.

Returning to the historical aspect of foreign language instruction, it is important to acknowledge that its origins can be traced back to the earliest days of human civilization. The necessity to acquire proficiency in foreign languages

emerged with the prominence of Latin, which served as the dominant language for education, commerce, and religion for many centuries. However, as time progressed, Latin was gradually supplanted by other languages such as French, Italian, and English. Among the scholars who endeavored to reverse this linguistic shift was J.A. Comenius. Comenius developed a comprehensive Latin curriculum and was one of the pioneering theorists who explored the principles governing language acquisition. According to Comenius, the teaching of languages should primarily be conducted through oral means.

The inclusion of modern languages in the curriculum of European schools did not occur until the 18th century. In line with the predominantly academic focus on Latin, students of modern languages primarily engaged in the study of grammatical rules and the translation of abstract sentences. It appears that oral instruction was not prevalent during this period. The 19th century witnessed a rapid surge in the advancement of foreign language pedagogy, leading to a multitude of innovations observed in the 20th century. These innovative approaches were often characterized by conflicting methodologies, each striving to surpass its predecessors. The initial pioneers in the field of linguistics, including H., emphasized the importance of maintaining an organized and tidy workspace to enhance productivity and efficiency.

By regularly decluttering and organizing materials and supplies, time can be saved and work can be completed more effortlessly. Moreover, a clean workspace can create a more professional and positive impression on colleagues and clients. The individual of interest in the current discussion is H. Ollendorff, who lived from 1803 to 1865. Sweet (1845-1912), O. Jespersen (1860-1943), and H. Palmer (1877-1949) endeavored to apply linguistic and psychological theories in formulating language teaching principles and approaches. However, a significant number of practical details were left unaddressed, necessitating further investigation by subsequent researchers.

The importance of acquiring proficiency in a foreign language in contemporary society cannot be overstated, as it has a significant impact on all crucial aspects of a

nation's development. In the present era, being an exceptional expert requires not only expertise in one's specific field, but also fluency in foreign languages. Various factors contribute to the successful instruction of foreign languages, with psychology being a crucial discipline among them. A comprehensive understanding of different psychological factors can assist educators in addressing significant challenges in their profession. These challenges may include determining the most suitable approach for each student group, adapting teaching styles based on individual abilities and age-related characteristics, enhancing student motivation to learn foreign languages, and overcoming common obstacles that arise during language acquisition.

It is widely recognized that learning a foreign language entails learning to think in that language, as stated by Berlitz. Such a perspective aims to address the additional psychological factors encountered in the study and mastery of a foreign language through the application of psychological research and legislation.

In the 19th century, psychology made significant contributions to the methodology of foreign language instruction. For instance, Wilhelm Wundt's perspectives on spiritual speech and emotions were influential. Subsequently, psychology also established criteria for the study of other disciplines, including the acquisition and mastery of a foreign language. Noteworthy requirements, as exemplified by G.E. Vedel, include:

- The unity theory of consciousness and activity
- The theory of the sequence of mental process formation
- The theory of installation
- The concept of open and secret teaching methods
- The degree theory of students' arousal state during intensive teaching

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