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APPROACHING STUDENTS FROM THEIR PSYCHOLOGICAL STATUS IN THE PROCESS OF LANGUAGE TEACHING

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Annotatsiya - nafaqat chet tilini o'qitish, balki barcha fanlarni o'qitishning yangi usullarini topish va sinab ko'rish uchun ko'p ishlar qilinmoqda. Bu bugungi kunda ta'lim uchun eng muhim masalalardan biridir.

Kalit so'zlar - chet tili, o'qitish usullari, ta'lim, psixologiya, nutq, til materiallari, lug'at.

Аннотация - Прделана большая работа не только для обучения иностранному языку, но также для поиска и опробования новых методов преподавания всех предметов. Это одна из важнейших проблем образования сегодня.

Ключевые слова - иностранный язык, методика обучения, воспитание, психология, речь, языковой материал, словарный запас.

Abstract – There is a lot of work being done not only to teach a foreign language, but also to find and try new methods of teaching all subjects. This is one of the most important issues for education today.

Key words – foreign language, methods of teaching, education, psychology, speech, language material, vocabulary.

Introduction: If in the past foreign language teaching was considered to be the study of this language system, in recent years the main focus of teaching has been to develop these students' foreign language skills. It should be noted that these goals in foreign language learning are not set by oneself or by others or individuals, but are



closely related to changes in the sciences of linguistics and psychology and the social development of society. For example, consider the audiolingual method. The development of this method was influenced by changes in linguistics, that is, the structural flow[2].

It includes the following factors:

- Teaching a foreign language should start with speaking;
- Language learning is based on different structures, patterns of speech;
- Exercises should also be language-based exercises that require repeated repetition of language material;
- The choice of grammar patterns and vocabulary should depend on the results of the comparison of the native language with the foreign language;
- Great attention to pronunciation is required.

Litarature review: The main disadvantages of the audio lingual method are the large number of mechanical exercises and the lack of real speech exercises. The founders of this method are Methodist scholars Ch. Fries and R. Lado. For example, Ch. Fries says that the main content of the initial stage should be the study of structures. It is important that grammar skills are based on this[4]. According to Ch. Fries and Lado, students must first remember the set of structures (sentences) used in oral speech[3]. It is then required to construct new sentences based on these structures. This is done through training exercises.

Later, a new method began to take shape in the West. It was an audio-visual method. Its founders are the Yugoslav Methodists P. Guberin and the Frenchman Pierre Rivon, L. Gugeneim and others. This method is based on quick memorization of language (language material) by hearing and seeing[5]. The main advantage of this method is that it requires the study of the language material in relation to real-life situations. Language learning is based on seeing, listening and understanding. According to the authors of this method, the aim is to study topics that are common in everyday life (for example, apartments, furniture, trade, etc.)[6]. They are mastered mainly on the basis of perceptual perception and extensive use of technical means.



Analysis: Intensive teaching is the initial meaning of the word - to teach students to speak in a foreign language in a short period of time. This is based on the students' internal psychological capacity and memory. (Leontev A. A. Kitaygorodskaya)[1]. Thus, the following two characteristics of intensive (or intensive) teaching can be identified: Study a certain amount of educational material in a short period of time and carry out the corresponding speaking activity in a foreign language; Maximizing the use of all the resources (psychological capabilities) of personal memory, i.e. increasing the activity of students. In recent years, much needs to be done to increase student engagement in the classroom. One of the most important tasks is to create an environment of verbal communication in order to increase the activity of students in the classroom, using the internal capacity of personal memory[5]. The methods used by the teacher and the various visual aids should be aimed at this goal. The psychological state of speech communication is one of the most important tasks in increasing the activity of students. E.I. Passov, a well-known Methodist scholar, says that the communicative approach used in modern foreign language teaching is a form of intensive situation-based teaching.

It is known that the organization of the learning process in a foreign language, taking into account the age characteristics of students, is the key to success. The most important thing here is that the task assigned to the student should be in accordance with their abilities, that is, it should not be too difficult for the student. It is well known in psychology that students (in the middle stage of learning a foreign language) grow up fast at this age, as a result of which they quickly become tired, irritable and stubborn[7]. Therefore, in grades 4-5, it is advisable to replace active learning in language with less active activities. This is especially important at the end of the lesson. Grades 7-8 foreign language lessons are thematic and intensive in the study of language material. At this stage, students do not like to move and stand still. Therefore, in grades 6-7, a foreign language should never weaken the subject of the lesson. Some scientific studies have shown that by the 8th grade, students develop the ability to memorize foreign language material (of different content), to learn (not verbal memory, but observational memory). curiosity fades. Many students are bored



and inactive in class and are indifferent to the task at hand. When students of this age do not have enough willpower to self-govern, and they have strong traits such as internal resentment, irritability, resistance, which leads to a sharp decline in interest in a foreign language. They lose confidence in their own strength and abilities. This has an impact on the learning process, and one of the reasons for the decline in interest in learning is that the overall activity and mobility of these students is disproportionate to the learning requirements[9]. For example: in grades 4-5, confidence is a natural desire to learn a language, assess norms, and do what adults say, and etc.

Discussion: If we measure the age characteristics of students in grades 4-5 with students in grades 4-5, then it becomes clear that reading is important for students in grades 4-5. For students in grades 6-7, speaking a foreign language. At this age, students have a strong desire for independence and self-governance. Sometimes there is a strong desire to put oneself in front of the whole class, to show oneself in front of others, and in some children to show one's abilities in front of other children. It is here that children begin to think about their future and develop an interest in a profession. All of the above makes it difficult to teach a foreign language and control student activity. Special work is needed to prevent this[8]. Aggression is especially strong in grades 7-8. Strict control over them, increased control, and increased aggression in them can lead to various conflicts between the student and the teacher. Therefore, Alkazishvelin A.A. at the same time, a slight easing of demands suggests the elimination of elements that create tension in the learning process, i.e. competition. At this age, the most important thing is to succeed in your career (at work, at home, at school). Therefore, the foreign language teacher should also show the students' small achievements in learning a foreign language. Embarrassing a student in front of other peers for a mistake makes them feel disrespectful to the teacher and aggressively seek revenge. Students in grades 7-8 try to compare themselves to others, regardless of their type of activity, and want to excel[10].

This desire is manifested in their ability to withstand various difficulties, to show their willpower, and to overcome their fears. They have a strong desire to



express themselves, and in the middle stage of foreign language teaching, we need to organize the learning process, taking into account the specificity of the psychological and physiological feelings discussed above. It always seems to students that the language material they are learning is fully understood at first, but the fact that this mistake will not be repeated after a certain period of time will not be remembered and will not be an active component. It is said that a person learns only when the material is repeated. (Memory increases by 10-20%)[11]. Note: Active learning: Passive learning: For students, the external matrix is stronger than the internal matrix, so it is important to use both motives wisely. Exercises should be challenging for students and should be a stimulus for intellectual emotion. The lesson should be based on the principle of communication, in which it is important that each speech activity is based on a real situation. Let students feel their success in speaking a foreign language. Students in grades 7-8 do not even try to speak in a foreign language so as not to be ridiculed because the foreign language is so simple.

Conclusion: One of the main reasons for the failure of foreign language teaching is the fact that the learning process is psychologically adapted to a false situation. It is known that their speech in their native language is rich in information. Their foreign language speech is primitive and is not ready to express the wishes of students. Therefore, it is necessary to use real-life situations in the classroom, to play a variety of games in the classroom. But it is not possible to use games that are typical for grades 4-5, because students in grades 7-8 are afraid to be laughed at in front of other classmates.

The most important thing at this time is to use a variety of role-playing games. Children of this age should be widely involved in extracurricular activities. Unfortunately, this is not often the case in schools.

Communication between a teacher and a student in a foreign language also plays an important role.

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