

SPECIAL FEATURES OF PSYCHOLOGY IN TEACHING FOREIGN LANGUAGES

Qarshiboyeva Difuza Burliyevna

Jizzakh state pedagogical university
General psychology department
+998992136472

Annotatsiya: Ushbu maqolada bo'lajak o'qituvchilar uchun talabalar va o'qituvchi o'rtasidagi mutanosiblik, bundan tashqari, chet tili dars mashg'ulotlarini samarali tashkil etishda psixologiyaning muhim ahamiyati nimada ekanligi atroflicha tushuntirib beriladi.
Kalit so'zlar: bilish psixologiyasi, ichki va tashqi motivatsiya, psixologik omillar, hissiy omillar, psixologik tadqiqotlar, bilish jarayonlari, aqliy faoliyat

Annotation: In this article it is discussed about special features between instructors and students especially for future teachers, apart from this, it will be highly explained about importance of psychology while organizing the foreign languages lesson in an efficient way.

Key words: Cognitive psychology, Intrinsic and extrinsic motivation, Psychological Factors, Emotional factors, psychological research, Cognitive processes, mental activity.

The integration of psychology is paramount in the realm of foreign language instruction, offering educators deeper insight into the intricacies of cognition essential to acquiring a new language. By leveraging psychological tenets, instructors can custom-tailor their pedagogical approaches to fully engage and incentivize learners, fostering a conducive environment for prosperous language assimilation. Profound comprehension of memory, focus, drive, and diverse learning modalities empowers teachers to forge a nurturing, proficient milieu for language apprentices. Psychology offers valuable insights into the cognitive processes of language learners, enabling teachers to create effective, personalized, and supportive teaching strategies that facilitate language acquisition.

Psychology plays an essential role in foreign language teaching by helping educators understand how students learn, remember, and apply new languages. Here are several key ways psychology influences language instruction:

- 1. Understanding Motivation:** Psychological concepts like intrinsic and extrinsic motivation help teachers identify why students are learning a foreign language. Students who are motivated are more likely to participate actively and achieve fluency.
- 2. Memory and Retention:** Cognitive psychology aids in explaining how learners store, recall, and forget vocabulary, grammar, and sentence structures. Methods like spaced repetition and retrieval practice are based on psychological research.
- 3. Individual Differences:** Psychology helps educators recognize students' varying cognitive abilities, learning preferences, and personality traits. For instance, some learners may be visual, auditory, or kinesthetic, and psychology guides strategies to accommodate these variations.
- 4. Stress and Anxiety Management:** The process of learning a foreign language can cause stress or anxiety, hindering progress. Psychological techniques can help teachers foster a supportive classroom environment, teach relaxation strategies, and promote a positive approach to mistakes.

5. Developmental Psychology: Knowledge of cognitive and emotional stages in language development helps teachers select suitable materials and teaching methods for learners at different stages, ensuring content is appropriately challenging.

6. Cognitive Load: Psychological principles related to cognitive load assist teachers in structuring lessons to avoid overwhelming students. Complex ideas can be broken down into manageable parts, facilitating better information processing.

7. Language Transfer: Psychology clarifies the concept of language transfer, where students apply their first language knowledge to the target language, which can lead to errors. Understanding this process helps teachers address and correct misunderstandings more effectively.

8. Constructivist Learning: Psychological theories like those of Piaget and Vygotsky highlight the active role of learners in constructing knowledge. Language teachers can design tasks that encourage interaction, problem-solving, and collaboration, motivating learners to actively use the language.

Since psychology enables teachers to comprehend the cognitive processes involved in acquiring a new language, it is essential in the teaching of foreign languages. By employing psychological principles, teachers can adjust their teaching approaches to successfully engage students, motivate them, and encourage successful language acquisition.

Understanding topics such as memory, attention, motivation, and learning styles can help teachers establish a helpful and successful learning environment for language learners. Additionally, understanding psychology can assist educators in addressing the unique characteristics of each kid and creating plans to get beyond obstacles to language acquisition. All things considered, integrating psychology into language instruction can result in more interesting, successful, and pleasurable learning opportunities for pupils. Psychological Aspects of Language Acquisition Psychology makes a substantial contribution to our knowledge of the procedures, difficulties, and methods involved in learning a foreign language. Other dimensions are listed below: 1. Affective Elements Language instructors who possess emotional intelligence are better able to comprehend and control their own feelings as well as those of their pupils. Emotional control and empathy create a positive learning environment. Positive Emotions: Boosting self-esteem, enjoyment, and curiosity can lower negative emotions like embarrassment or irritation and increase motivation. Fear of Errors: Because speaking could go wrong, many students are afraid to do it. By using psychology, educators may normalize errors as a normal component of learning. 2. Hypothesis of the Critical Period There is a vital period for younger learners to acquire a foreign language, especially in terms of pronunciation, according to psychological study.

In conclusion, the integration of psychology into foreign language teaching empowers educators to better understand and address the complexities of language learning. By leveraging psychological insights, teachers can design more personalized, adaptive, and student-centered approaches that enhance both the learning process and outcomes. This fusion not only supports learners in overcoming challenges but also fosters a deeper, more meaningful connection to the language, ultimately paving the way for greater success and confidence in language acquisition. The results of the study of the theory and practice of teaching foreign languages allow us to conclude that teachers are looking for the possibility of using modern psychological knowledge. They select techniques and methods of teaching foreign languages, which are either aimed at developing the properties of the psychological processes of students, or are based on the degree of their development.

LIST OF LITERATURES

1. Manzura G. Shamsitdinova . “Psychology of Foreign language teaching” Social science journal. Published in Res Militaris November 3rd in 2022. 86 pages
2. Smith, Alfred N. 1975. The Importance of Attitude in Foreign Language Learning. Forum Journal, Vol. 13, No. 1 & 2.
3. Smith, Alfred N. 1975. The Importance of Attitude in Foreign Language Learning. Forum Journal, Vol. 13, No. 1 & 2
4. Abdullayeva Q., Yusupov M., Rahmonbekova S. Odoynoma. (2- sinf darsligi). -T.: O'qituvchi, 2004.- 78 b.