

THE ROLE OF PSYCHOLOGY WHILE TEACHING ENGLISH IN PRIMARY SCHOOLS

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Abstract: It is difficult to overestimate the meaning of a foreign language for modern society as it influences. Directly all the main life aspects in the development of every country. It is common phenomenon and indisputable fact is that the role of psychology while teaching foreign languages in primary schools are significant.

Key words: psychology, English, language learners, gender, male, female

Deep understanding of various psychological aspects may help teachers to solve many key moments in their work to find a proper method of working in every students' group to realize the right approach to students according to their skills and abilities taking into account complicated age peculiarities. In the period of primary education, the place of playing activities is now taken by reading activities. Studying becomes a child's duty and social duty. In the process of studying, he acquires skills such as keeping his textbooks and school completing homework assignments. In this process, the student becomes more and more responsible. Goes knowledge increases the child's level, ensures mental development, affects the growth of senses and will. Which is why, role of psychology during their teaching foreign languages are important.

In some cases, various obstacles affect students' motivation and confidence, and at this time the teacher's psychological skills help them. Sonja Lyubomirsky (2005), a researcher from University of California Riverside identified:

Eight steps toward a more satisfying life; which include: 1) Remember good things in your life, 2) Do good things, 3) Say “thank you” to people who helped you, 4) Take time for your friends and Family, 5) Forgive people who hurt you, 6) Take care of your body and health, 7) Notice good things as they happen, and 8) Learn to work with your problems and stress

Psychology within education can be defined as the application of psychological concepts to education and learning. A test score cannot give on a good idea of how capable a student is unless it is evaluated against other scores-this is essentially a statistical comparison. Some psychologists have doubted the usefulness of test scores in assessing student capability, claiming that there are alternative practices that may not involve tests but may be just as useful in deciding a student’s overall ability. The role of psychology in education is to help the teacher understand what is happening in the classroom, to help them improve their teaching skills, and to help the students be engaged in learning.

Originating from a large-scale questionnaire-based study on Japanese high school students’ attitudes towards current and long-term English, this study attempts to account for one of the findings, female students’ superiority in attitudes to English learning over male students. An additional complicating factor is that the four modalities of speaking, writing, reading and listening are being tested with different testing formats. The format may affect the gender outcomes however. Walstad and Robson (1997) found that females perform worse on multiple-choice tests, whereas Lumsden and Scott (1987) observed that women performed better an open format tests, a format typically used for the elicitation of speaking and writing. Listening and reading are typically tested through multiple-choice tests, which seems to be disadvantageous for females. Finally, as mentioned, it would lead to more effective practice in the classroom. The long-term results of the emphasis will be presented in various professional forums and optimistically will change the look of educational psychology courses textbooks.

Conclusion

The above discussion illustrates the centrality of knowledge of the psychology of teachers’ learning. In reflecting on this topic, we propose three points for consideration:

- first, that the psychology of teachers’ learning constitutes an important new domain of knowledge in educational psychology;
- second, that the knowledge of theories and research findings on the psychology of teachers’ learning may be meaningful and important for students in teacher education, and further, may enhance their teaching practice
- and third , that knowledge of the psychology of teachers’ learning may enhance the ability of faculty to teach educational psychology more effectively in teacher preparation programs.

Finally, as mentioned, it would lead to more effective practice in the classroom. The long-term results of the emphasis will be presented in various professional forums and optimistically will change the look of educational psychology courses and textbooks. Moreover, adding this element to teacher preparation will raise both the competence and profile of teachers as professionals, while allowing us to challenge on empirical grounds the popular notion that “anyone can teach.” Content specific knowledge Pedagogical (general & Specific) knowledge of learners and learning Professional Knowledge Base for Teaching Includes: 1. Declarative 2. Procedural 3.

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