

THE INFLUENCE OF PSYCHOLOGY ON THE STUDY OF A FOREIGN LANGUAGE

Ruzieva Khayotkhon Bakhodir qizi

Teacher, Direction: “Linguistics (English Language)”,

Foreign Languages Faculty,

Ferghana State University,

Ferghana, Republic Of Uzbekistan

Email: dono-1993@mail.ru

ABSTRACT

The article considers the factors influencing the successful learning of a foreign language. The author presents their relationship and influence on the process of learning a foreign language. The article considers the methodological and psychological aspects of learning a foreign language.

Key words: Foreign language, factor, motivation, abilities, barrier, international, intercultural.

In modern society and knowledge, the issues of learning English are becoming more and more important. This language is international, acts as a leading means of intercultural and interlingua 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.

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 the demand in the labor market.

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.

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.

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.

It is no secret that even when we speak our native language, and knowledge of words and their stylistic features does not present any difficulty for us, not always and not everyone succeeds in constructing a speech convincingly and logically and thus achieving the desired effect of utterance. To a large extent, this is due to the fact that in the classroom, both in a foreign language and in the native language, the oral statements of students often represent speech only in form, and not in essence.

In modern pedagogical practice, foreign language teachers often face a situation where a person who successfully learns a foreign language is lost, getting into a situation of social interaction in this language at home or in professional activities. At the same time, he can cope well with it if it is modeled by the teacher in the classroom. In real communication, the language barrier prevents him from realizing his linguistic knowledge, skills and abilities.

A foreign language as an academic discipline is very specific. In itself, it is not a science, but all sciences and all areas of human knowledge are connected with it, since without language there can be no knowledge. That is why the influence of language learning on the personal, general intellectual and general cultural development of a person is great, which only once again emphasizes the important role of psychology in this process.

REFERENCES:

1. Alyamkina, E.A. The relationship of abilities, inclinations and talent and their development in the educational process of the university / E.A. Alyamkina // Psychologist. - 2015. - No. 2. - P. 31-46.
2. Galskova, N.D. Theory of teaching foreign languages. Linguodidactics and methodology / N.D. Galskova. - M.: Academy, 2008. - 336 p.

3. Ershova, O.V. The concepts of "motivation" and "interest" as a means of increasing the effectiveness of the control of educational activities of university students / O.V. Ershova // Higher education today. - 2013. - No. 8. - S. 79-81.

4. Zherlygina, A.V. Differences in free verbal associations in native and foreign languages / A.V. Zherlygina // Psychology and Psychotechnics. - 2010. - No. 9. - C. 75-79.

5. Komochkina, E.A. Teaching foreign languages in a non-linguistic university: history and modernity / E.A. Komochkin. - 2014. - No. 7. - P. 30-37.

