

PSYCHOLOGICAL FUNDAMENTALS OF FOREIGN LANGUAGE TEACHING

Ravshanova Tursunoy

Jizzakh State Pedagogical Institute

***Abstract:** This article provides information on the psychological basis of foreign language teaching. High results can be achieved if teachers organize the teaching process correctly, taking into account that the teaching of foreign languages at school is a period when the school-age student has a high level of intelligence, sensitivity, observation, reading and memory skills. illuminated.*

***Key words:** intelligence, perception, attention, memory, sensitivity, ability, mental process, mental state, individual psychological characteristics.*

It is no secret that our Motherland is developing day by day in the political, cultural, socio-economic and other spheres. This is due to the fact that education is being brought up to world standards. The school should educate young people in all respects, provide them with in-depth knowledge of the basics of science, form and expand their modern worldview, educate them aesthetically and prepare them to work in various spheres of social life. A foreign language also contributes to this.

It should be noted that the Law "On Education", "National Training Program", the Resolution of the First President of the Republic of Uzbekistan dated December 10, 2012 No PP-1875 and other documents Radical reforms in the field of education in our country have led to a radical renewal of the content of education, the introduction of new conceptual approaches to the teaching of English in secondary schools, as well as new disciplines in the teaching of foreign languages. It was noted that the use of methods and techniques is urgent. Modern times place new demands on secondary schools and teachers. This indicates the need to further improve teacher training. It requires teachers to give students a deep and solid knowledge, to teach them to apply it in practice. To this end, it is important to organize the continuous study of foreign languages at all stages of the education system, to constantly increase the professional competence of teachers and to improve the quality of methodological training of teachers in the educational process. It is also important that when teaching a foreign language to school-age students, each teacher organizes lessons with a special approach to the mental processes, mental states and characteristics of students. More precisely, the methodology of teaching a foreign language is inextricably linked with the science of psychology.

A school-age student develops intelligence, sensitivity, literacy and memory skills. At the same time, in the process of learning, their interest in learning expands, creative research skills develop, they become more active and productive thinking, and through cognitive activities they are able to engage in independent mental activity. Improving students' perception is carried out directly with the help of the teacher. In this process, the teacher teaches students to carefully study, observe and analyze materials in English. Attention, which is one of the learning processes of students, is important in learning foreign languages. According to KD Ushinsky, "Attention is like a door, only when the door is opened we can enter anything we want." If each teacher opens the door to the student's attention in the classroom, any information will help the student to better remember it. We know that in the teaching of foreign languages it is important to know the mental processes of thinking, memory, cognition, knowledge, skills, the essence of psychological concepts, their passage, their occurrence, because the formation of skills and abilities in language teaching is important. The perception of school-age students is directly related to behavior, play, and work. In the process of learning foreign languages, the student easily masters the instructions of the teacher, as well as information and materials provided in textbooks, handouts and exhibitions, as well as multimedia.

When teaching foreign languages, the teacher should be able to penetrate into the inner world of young people, to feel their mood, to take into account the level of interest and attention to the lesson, in short, to have good psychological observation. is important. If the teacher has a well-developed ability to observe psychologically, it will be a great opportunity to organize the lesson properly and to keep the student's attention for a long time and to easily assimilate the information provided. Pupils learn foreign languages without any difficulties.

Subject review sessions (first developed by YI Tikheeva). The main purpose of these exercises is to highlight the function of parts, details and objects, to acquaint them with their quality and properties.

The teacher should take into account the following rules when conducting these lessons:

3. -Vocabulary work is based on the separation of qualities and properties of objects, so the educator must know how to organize a thorough sensory examination of them. In children, the methods of examination are formed during the teaching of these lessons.

4. -Development of inspection methods requires clear instructions of the educator on the use of investigative actions in accordance with the quality to be distinguished (for example - press - to distinguish hardness, caress - to distinguish softness, etc.).

Separating each quality and feature is relatively effective in comparing it with the opposite feature to rid it of satellite features.

It is recommended to use situational speech creative exercises that children can use in grammar devices that they have mastered in order to activate their

vocabulary in another language. The work on each exercise involves the following steps.

1. Familiarity with the situation given by the educator in the native language or in another language, depending on the level of children's knowledge of another language and the complexity of the situation.

2. Complete the exercise assignment

Explaining a foreign language to children, acquainting them with the culture of the people who speak that language, developing their linguistic and cognitive skills will meet not only today's needs (what children want from adults), but also the laws of bilingual education and development (under certain conditions children can achieve themselves). and for this purpose should be focused on the objective possibilities of the organization of education. Taking into account these factors allows to rationalize and systematize lingvodidactic methods and techniques on the psychological and pedagogical characteristics of preschool age. The purpose of teaching another language is to develop children's language skills, to communicate with the people who speak that language, and to introduce them to the language being studied as a means of introducing them to their culture. Another language teaching program consists of the components set out in the Law on the State Language, the concepts of continuing education, the external and internal environment of the preschool, the interaction of adults and children.

In short, a school-age student develops intelligence, sensitivity, observation, literacy and memory skills. At the same time, in the process of learning, their interest in learning expands, creative research skills develop, they become more active and productive thinking, and finally, through cognitive activity, they are formed. Therefore, it is important that every teacher in language teaching takes into account the age and individual psychological characteristics of students.