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PSYCHOLOGICAL PRINCIPLES AND LANGUAGE SKILLS FOR FOREIGN LANGUAGE TEACHING

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Аннотация: Ушбу мақолада инглиз тилини ўқитишда тил кўникмаларини қўллашдаги асосий принциплар ҳақида фикр юритилган. Шуниси аниқки, мулоқот жараёнини яхшилаш учун тил ўрганиш кўникмалари ҳам боғлиқ тарзда ўргатилиши зарур. Шубҳасиз, у одатда тил қисмларини ажратишни талаб қилади ва бу алоҳида ўқиш, ёзиш, адабиёт ва коммуникация курсларига бўлинади. Ушбу тўрт малака, тинглаш, гапириш, ўқиш фаолиятини қандай олиб бориш кераклиги уларнинг самарадорлигини белгилайди.

Калит сўзлар: тилни билиш, чет тили, мақсадли тил, мулоқот, тил одатлари.

Аннотация: В этой статье обсуждаются основные принципы использования интегрированных языковых навыков при обучении английскому языку. Понятно, что навыки изучения языка также необходимо обучать соответствующим образом, чтобы улучшить процесс общения. Очевидно, это обычно требует разделения языковых частей, и это делится на отдельные курсы чтения, письма, литературы и общения. Эти четыре навыка - умение слушать, говорить и читать - определяют их эффективность.

Ключевые слова: языковые навыки, иностранный язык, целевой язык, общение, языковые привычки.

Annotation: This article discusses the basic principles of using integrated language skills in teaching English. It is clear that language learning skills also need to be taught in a related way to develop the communication process. Obviously, it usually requires the separation of language parts, and this is divided into separate reading, writing, literature, and communication courses. These four skills, how to conduct listening, speaking, reading activities, determine their effectiveness.

Key words: language skill, foreign language, target language, communication, language habits.

Introduction: One should say that English is not an easy language to learn. There is a big problem of spelling, of the large number of exceptions to any rule. This language is very idiomatic and the prepositions are terrible. English is one of those languages which may seem easy in the beginning, but then the bridge between basic knowledge and mastery takes a long time to cross. If you cross this bridge, it will give you great satisfaction. You will be able to speak to people from other countries, to read foreign authors in the original, which makes your outlook wider.



In order to get success in academic life students should develop the skills and knowledge that will enhance them to acquire required skills to survive in academic setting, to continue their education throughout their lives and to prepare themselves for the professional life. The ability to study efficiently is one of the necessary skills that should be nurtured during their academic life in case they develop good learning habit that they can employ even after graduation schools, academic lyceums or collages.[1,3]

Only language practice hold-up by theory can improve language habits and skills in a desirable direction and lead to the mastering of a foreign language. Since learning a new language is connected with acquisition of new concepts by the learner, theory can help in forming these new concepts. One of the ways is an extensive use of translation-interpretation. However, a majority of teachers in practice approves teaching technique during their pedagogical jobs. Furthermore, since communication is a process, it is insufficient for students to simply have knowledge of target language forms, meanings, and functions. Students must be able to apply this knowledge in negotiating meaning. It is through the interaction between speaker and listener (or reader and writer) that meaning becomes clear. [1,5] The listener gives the speaker feedback as to whether or not he understands what the speaker has said. In this way, the speaker can revise what he has said and try to communicate his intended meaning again, if necessary.

Literature review: Uzbek-speaking pupils and Russian-speaking pupils have different troubles in learning English.

There is given Language skills in learning process:

- To achieve absolute effectiveness, one must have excellence in all language skills: reading, writing, listening, oral communication as well as thinking.
- The role of additional language skills is also important in shaping language skills.
- additional language skills are...? Why are they important and when are they used?
- When using language, people also resort to a number of additional language skills.
- Additional skills are selected based on assignments.

The above definition examines exactly what is meant by the theoretical and research foundations through the combined approach of listening, speaking, reading and writing activities in the classroom. Now, on the topic of "What is integration?" The question is "Why unite yourself?" will change to. In Psycholinguistics: The Cognitive View of Language, Helen and Charles Cairns explain the stages of linguistic development by muttering nonsense words, one-word sentences, two-word sentences, now evolving grammar, almost from adult grammar to full proficiency. They again generalize language development to the general field of psycho-ethical knowledge development. However, it does not base its emphasis on the theory of oral language learning.[7]

Research methodology: In connection with the analysis of the principle of conscious teaching, it is necessary to dwell upon the forming of habits and skills in a foreign language. All language habits and skills are extremely complex in their nature and are



closely connected with conscious activity of students when they use them in a real life.

“A skill might be defined as an economical organization of behavior achieving an intended effect.” J.Jalolov also distinguishes two kinds of skills. He calls them primary skills. According to his methods, who is known to be a defender of the conscious approach to teaching and learning a foreign language, the process of assimilation.

For this purpose, it is necessary to acquire the ability to establish direct associations between concepts and their means of expression in the second language. Indeed, when a pupil begins to learn a foreign language the words of this language are often associated with the words of the mother tongue first. [6]

The principle of conscious approach to language learning implies comprehension of a linguistic phenomenon of language material by the pupil usually through the medium of the native language, or the arrangement of the material in sentence patterns graded in difficulties with the emphasis on some elements which are singled out as “teaching points” in a linguistic phenomenon . In all cases, pupils understand both the form and the content of the material they are to learn, and they are aware of how they should treat the material while performing various exercises, which aim at developing habits and skills in using it. Such an approach to language learning usually contrasts with “mechanical” learning through the repetitive drill. A great deal of the research work has been carried out in psychology and methodic, and it has been proved that conscious approach to learning a foreign language promotes the acquisition of the subject. V.A. Artemov, a prominent psychologist, puts forward a theory of the unity of the language rule and the speech activity (language behaviour) in foreign language teaching[3,4]. J. Jalolov, whose contribution to foreign language teaching is considerable, insists on a similar conscious approach to foreign language teaching as do B. Artemov.

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Analysis and results: Russian scientist Galperin P. claims, as to the approach to the problem and distinguishes the following stages in teaching a foreign language the pupils should pass through the followings:

- 1) the singling out of the structural signals or the “exact points” of a foreign language phenomenon being naturalized, followed by their cognition in comparing both languages;
- 2) the mastering of these “exact points” by performing operations with the material under studying new materials;
- 3) the performing of operations with the material under studying without any “props” and mistakes;
- 4) the using of the given phenomenon in communication in connection with a set task in any situation.

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Students work on all four skills from the beginning. Just as oral communication is seen to take place through negotiation between speaker and listener, so too meaning through to be derived from the written word through an interaction between the reader and writer. The writer isn't present to receive immediate feedback from the reader, of course, but the reader tries to understand the writer's intentions and the writer writes with the reader's perspective in mind. Meaning does not, therefore, reside exclusively in the text, but rather arises through negotiation between the reader and writer.

In order to consolidate learners' reading skill and vocabulary teacher plans variety activities such as finding word families (or lexical sets) of words. It would be better if teacher use words or phrases, which are familiar for learners. In this activity teacher collects a number of words, which belong to one word or family. For example: names of birds, clothes, toys, kinds of colours, etc. [7]

In contemporary psychology, activity is now generally considered to be a basic characteristic of cognitive principle in learning process. Activity arises under certain conditions. However not all children can realize the necessity for learning of foreign language. The teacher's task is to show them how important a foreign language is to every educated person, how people can get new information from various fields of human activity through foreign languages. Besides, the teacher should promote his pupils' interest in studying the language and stimulate their desire to learn. The main sources of activity are motivation, desire and interest. As well as in order to master a foreign language pupil must have a lot of practice in listening, speaking, reading, and writing in the language they study.[3]

In practice, how many of those teachers will remember the activities well enough to feel confident in using them with their students? How many will say, “Well, that worked in a group of teacher, but what about my 10 year-old?” Maybe some of teachers will try them out in their class once, using the material just as it had been given to them. Many teachers may just put them away in a neat file marked “New Materials.” Putting the goal and pointing out them constantly is very important in teaching foreign languages. [6]

Introducing teachers to one or two new communicative activities will probably not have a significant impact on their teaching. More important, reinforcing teachers' expectations that their professional development depends on receiving new ideas and



materials from outside sources does not encourage teachers to feel in control of their own professional development.[5]

Conclusion: We may conclude, the principle of activity in teaching foreign language is of most importance since learning a foreign language should result in mastering the target language, which is process, and learner is involved in language activities through the total course of instruction. English is one of those languages, which may seem easy in the beginning, but then the bridge between basic knowledge and mastery takes a long time to cross. If you cross this bridge, it will give you great satisfaction.

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