

THEORETICAL FRAMEWORKS AND COGNITIVE PRINCIPLES IN FOREIGN LANGUAGE ACQUISITION

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Abstract:

Foreign language learning is deeply rooted in both pedagogical theories and psychological principles. Pedagogical foundations encompass instructional strategies, curriculum development, and assessment methods that facilitate effective language acquisition. Psychological foundations, on the other hand, explore cognitive processes, motivation, memory retention, and the role of affective factors in language learning. The methodical and psychological aspects of studying of a foreign language are examined in the article.

Keywords: Foreign language, factor, motivation, abilities, barrier.

Introduction

In modern conditions, the issues of learning English are becoming more and more important. This language is international, serves as a leading means of intercultural and interlinguistic communication, serves as a means of forming a global identity, and is the most studied foreign language in the world. Such under the circumstances, it is not surprising that English is mandatory for studying at school, college, and university.

At the same time, it has been repeatedly pointed out that many people learn English, but only a few are good at it. Despite the fact that the importance of good language teaching in modern conditions is recognized by everyone, a person with a non-linguistic education who knows English well is not a very common phenomenon in our country.

LITERATURE ANALYSIS AND METHODOLOGY

At present, active methodical research is being carried out in linguodidactics for effective methods of mastering the English language. In addition, the concept of "effective way" includes the concept of "fast way", because the accelerating pace

of life in the 21st century does not allow a person to study English methodically for several years, it is possible they believe in a non-existent result. in the future. Modern man needs immediate results, already on the way. On the road, the result is understood, of course, not fluency, but at least speaking in English on everyday topics in the simplest situations of social interaction. The same didactic methods and techniques can be effective in one situation and ineffective in another. [1]

Considering all this, it seems that only a didactic understanding of the problem of learning English is not enough. It is necessary to pay more attention to the factors that affect this process, but are outside of linguodidactics. The most important of them is psychological, and in this article we will show their connection with purely methodological aspects. Among the main psychological aspects of learning English, the following are the most important: motivation and interest in learning the language; language learning ability; the ratio of language and speech in learning; language barrier.

Motivation is the main factor in language learning. As in any activity, if a person does not want to do something or does it by force, he will not achieve a high result. The result in language learning can only bring motivation to achieve success. Motivation to avoid failure can be a one-off. For example, a student is afraid of failing an exam with a demanding English teacher. It will pass the test, maybe not badly, but such local success will have no long-term impact. The point is that it is necessary to gradually form and develop foreign language skills, and then to maintain them throughout life, of course, this cannot be done by force. Demand in the labor market is an important motivation factor for people learning English. [2] Indeed, in the context of the globalization of the economy, there is an increase in trade and business relations between countries. This determines the rapid development of international firms throughout the world, including in Russia. They are actively developing their business, expanding, opening new departments and representative offices, thereby creating new jobs. Working in such firms, as a rule, is more promising for a specialist both financially and career wise. At the same time, it imposes more requirements, among which, in addition to the basic qualifications, is the knowledge of the English language. Knowledge of the English language of employees is an important factor of the company's economic competitiveness, that is, it is a part of its intellectual capital. [3]

In this regard, when learning the language, at first there should be an attitude that the English language itself works only as a means of receiving and transmitting this or that information. If a person is interested in the information they are working with (i.e., English language materials), they will also be interested in the process of learning English. Here, the psychological component is closely related to the most important methodological component, that is, the content of teaching English, which should be selected according to the interests and age characteristics of students in order to maintain a high level of motivation. [4]

Despite the clarity of the above arguments, many people who have started to learn English well still do not follow it. Why do they lose motivation? The fact is that English, unlike, for example, mastering a computer system or learning to drive a car, requires constant and systematic practice, and most people are not ready for this. Often, some circumstances prevent it from doing so, and it becomes a convenient reason, an excuse. This requires certain voluntary actions that have not been taken into account. Another feature of English as a skill is that it seems unnecessary in everyday life.

Indeed, if all the information is in Russian, if you are in the environment of your native language 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 have learned English without going to countries where it is the official language, and it cannot be said that they have some superpowers. Indeed, in the context of the globalization of the economy, there is an increase in trade and business relations between countries. This determines the rapid development of international firms throughout the world, including in Russia. www.oriens.uz Abilities are called characteristics of a person with psychological characteristics that determine the success of acquiring knowledge, skills and abilities, but they themselves are not reduced to their existence. In learning English it is necessary to talk about linguistic knowledge and speech skills in four types of speech activity: speaking, listening, writing, reading. [8]

On the other hand, if the motivation to learn English does not come primarily from the language itself, but depends on some other external factors, it can primarily develop language skills through regular and conscious practice.

Often, teachers say that there are no people who do not know English in order to increase the motivation of students, because if a person speaks Russian, it means

that everything is fine in the brain processes responsible for speech, so of course he can also speak English.

Skills in learning English are an objective advantage, this advantage must be developed through constant practice, otherwise it will level off. Constant practice is the key to success from a purely methodological point of view. In fact, all the rules of English grammar can be said in an hour. It is possible to learn a few thousand words in a very short time, if you clearly set such a task for yourself, but it is not only to learn the language material once, but also to never forget it, and this is the most difficult thing Even English majors will admit to feeling a little unsure, like an out-of-shape athlete, if they haven't practiced for a month or two. The principle "we only know what we remember" is more applicable to learning a foreign language than to any other field of human activity.

Lack of ability is often used as an excuse for a person not wanting to learn English. In the early stages of learning this language, the objectively low level of complexity, for example, is much it should be noted that the search for the most effective methods and approaches in teaching English should be aimed at people of average ability. It is necessary to ensure the development of these abilities during the learning process, because one of the goals of learning is development. A person who knows a foreign language, as a rule, easily acquires it using any method, the other thing is that the low quality of teaching (both the method and the work of the teacher himself) kills interest in the language and makes it can reduce motivation to master it. [10]

June 2022 It is also interesting to note that it is very rare for a person to know one foreign language perfectly and not know others at all, at least at the elementary level. The fact is that a good knowledge of any language allows you to see the connections between languages of the same group or family, so the development of each subsequent language is made several times easier based on the existing knowledge of the language. as well as foreign language learning experiences and non-native speaking activities.

In relation to learning English, the problem of the relationship between language and speech can be formulated as follows: where to start and what to prioritize? All methods and approaches to teaching foreign languages can be divided into two large groups: from language to speech and from speech to language. Learning from speech to language is called communicative. In it, the highest value is not the

formal correctness of the spoken sentence, but not its linguistic content, but the content, the communicative motivation of the student and the act of speech itself. Thus, since the 1970s, methodologists following the positions of the communicative approach followed linguists and sought to rely on the social and functional aspects of language use in specific situations of speech communication. The object of formation in the communicative teaching of English is not only specific knowledge, skills and abilities, but also communicative competence, which allows a person to interact effectively in the context of oral communication in English. [9]

Linguistic competence refers to a person's mastery of a certain formal language knowledge and related skills and abilities related to different aspects of language, namely grammar, phonetics and vocabulary. In addition, the question arises as to what lexical units and grammatical structures are needed by people of different ages, professions, etc. was and remains open in the methodology of ensuring their effective social interaction in ambiguous language. The point is that words and grammatical constructions are studied in order to turn them into a meaningful sentence, that is, they have a clearly expressed speech direction.

Indeed, if we teach communication in a non-native language, we are limited to the linguistic code, the acquisition of a certain number of skills, and the development of them in specific situations of social interaction. doesn't. Verbal communication should be included in other types of activities, in which it serves as a means of their implementation and is not only the exchange of certain information with another person, but also the opportunity to understand the interlocutor as a person, which will certainly lead. to achieve success in cooperation with him.

Indeed, if we teach communication in a non-native language, we will not be able to develop in stable situations of social interaction, only having a linguistic code, a certain form. . Verbal communication is a support for other types of activities, in which it implements them as a necessary means of service and personal exchange of certain information with another person, but it is also possible to adapt the conversation as a personal one, to achieve success in cooperation with him.

DISCUSSION AND RESULTS

Language psychology is primarily concerned with subjective, internal barriers. The first and main obstacle to overcome when starting to learn a foreign language is to overcome the initial fear of this seemingly difficult task.

As a rule, such obstacles appear in people who start learning a foreign language as adults. An adult should make his own decision. In the era of telecommunication technologies, it becomes clear that linguistic knowledge alone, which is nothing more than theoretical language information, is not enough for effective communication. Only having them and not having the ability to speak, we know the language in a "dead" form. This is the most common problem for people learning a foreign language using the traditional grammar-translation method. [6] In order to solve this problem, foreign language teaching in our country should have a communicative character and should be oriented towards real daily communication, which implies exchange of information not only through language, but also through emotions. In practice, it is very difficult to do this, because such communication focuses on relaxation and the process itself, on enjoying it. Standards and programs of our students and teachers in educational institutions focused within, it actually means focusing on a certain result, which is not always achieved.

In the process of learning a foreign language, didactic and pedagogical aspects are closely related to each other, because in this process we teach or learn speech, communication and master the system of its implementation. Communication training cannot be effective if it is considered within the framework of a "dry" methodology. Psychological aspects of language teaching determine not only the goals and objectives of teaching, motivation, student interest, etc., but also, apparently, specific learning styles and approaches, so the importance of language teaching is not neglected. can not be left. The psychological component in this educational process. Foreign language as an academic subject is very special. It is not a science in itself, but all sciences and all areas of human knowledge are related to it, because without language there is no knowledge. Therefore, language learning has a great impact on personal, general intellectual and general cultural development of a person, which once again emphasizes the important role of psychology in this process.

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