

## PEDAGOGICAL AND PSYCHOLOGICAL BASES OF LEARNING A FOREIGN LANGUAGE.

**Abduvakhobova Nodirabegim Abdivakhid qizi**

Jizzakh branch of the National University of Uzbekistan

phone number (72) 226 01 70

Philology and language teaching English

+ 998935470412

**Annotation:** foreign language as an academic subject is pointless. Language acts as a means, a carrier of information – general cultural, universal. A foreign language becomes a subject in profile education, when terminological vocabulary for a chosen profile is specially studied, specialized texts are read, a conversation is conducted on a narrowly professional topic, a report is made at an international conference on a chosen specialty, an abstract is written on a chosen topic and problem, an article is written in a foreign language for an international journal.

**Keywords:** Foreign languages, people, pedagogical, psychology, learning, listening, teaching, teacher.

A feature of the lesson “Foreign language” is also its infinity and heterogeneity. Infinity indicates the level at which a student should know the language, what subject content needs to be selected for these purposes, that is, the spheres of communication, the topic of communication. The infinity of the subject shows that the study of a language is not limited to knowledge of aspects of the language (vocabulary, grammar, phonetics, spelling, syntax, stylistics), for this you need to know the culture of the people, the rules of speech and non-speech behavior. The heterogeneity in the study of a foreign language is how much a student needs to know in order to speak the target language. For these purposes, it is necessary to know all aspects of the language (phonetics, vocabulary, grammar), to know the rules for using language units, to know connecting words in order to build a connected utterance (language system); good command of speech material – from speech patterns to speech etiquette formulas (speech system); have linguistic abilities (be able to listen and hear, differentiate linguistic material, predict linguistic material, guess about its meaning, be able to generalize and systematize it). A specific feature in mastering the studied language is the density of communication. In the native language, the density of communication is great. This is the speech of parents, close relatives, radio, television, the Internet, computer games. The spheres of communication of children in their native language are the most diverse and extensive. When teaching a foreign language, the density of communication is from 3 to 5 (6) hours per week. There are limitations here due to the fact that: 1) how a teacher uses his speech for teaching purposes (does he/she abuse his/her native language); 2) how many children are in the group and how long they speak the target language during the lesson; 3) what exercises a teacher uses in the lesson (linguistic, conditional speech, speech), whether a teacher organizes a foreign language and intercultural communication or reduces the whole work to reading, translating and retelling the text. A distinctive feature in the study of a foreign language is the fact which functions of the language a student uses most often. Are all functions of a language in a foreign and native language equal? I.A. Zimnyaya wrote that the native language, acting in the unity of the functions of communication and generalization, is first the main means of the child's appropriation of social experience, and only then, together with the performance of this function, it is a means of expressing, shaping and formulating his own thought. Thus, the main goal of teaching foreign languages at a secondary school should be “a person speaking”. A speaking person is defined as a person, one of the activities of which is speech activity. The speaking person is both a linguistic, speech and A linguistic personality is a person who manifests himself/herself in speech activity, possessing a certain set of knowledge and ideas about the system of the corresponding language. A speech personality is a personality who realizes himself/herself in communication, chooses and implements one or another strategy and tactics of communication, chooses and uses one or another repertoire of linguistic and extralinguistic means of communication proper. A communicative personality represents a specific participant in a communicative act that really acts in real communication. The general content of a foreign language learning. The concept of a content of teaching a foreign language” is the

basic category of the methodology. The content of training is “everything that needs to be taught to students, as well as that with which the teacher has to work” (I.L. Bim). B.A. Lapidus defines the content of teaching a non-native language as “the totality of what students must master in order for the quality and level of their language proficiency in the target language to correspond to the objectives of the given educational institution.” By the content of education, Shchukin in a broad sense means everything that a student must master in a language class. The communicative person at the same time. content of training in the form of a certain amount of educational material (words, speech patterns, texts), a list of knowledge (in the form of rules and instructions), skills and abilities that must be mastered in the learning process, is reflected in programs, textbooks, teaching aids, lesson plans, methodological developments, directly in the pedagogical process. The category in question is a historical category. It changes depending on the learning objectives. The content of teaching foreign languages is influenced by various factors; 1) the social order of society; 2) the level of development of methodology and related sciences; 3) conditions and stages of training (which is manifested, first of all, in the amount of material and requirements for the level of proficiency in it). One of the modern approaches to defining the content of training is an attempt to present it in the form of three subsystems: 1) the object of training; 2) the object of assimilation; 3) the learning outcome. Learning object: language - speech - speech activity - culture. The object of assimilation: knowledge - skills - skills - intercultural communication. Learning outcome (competence): linguistic competence - speech competence - communicative competence - sociocultural competence and other types of competencies. Thus, the content of teaching a language at school includes the following components: a) knowledge about the system of the target language and the language units included in its structure that make up the content of a language competence; b) knowledge about the culture of the speakers of the target language, making up the content of socio-cultural competence; c) the rules for using the learned educational material in various communication situations; d) speech skills and abilities; e) the ability to use the acquired knowledge, formed skills and abilities in various communication situations (communicative competence); f) learning skills that provide the opportunity to learn effectively; g) speech material presented in the educational process in the form of texts, speech samples, sentence models, topics and situations of communication. G.V. Rogova and I.N. Vereshchagin represent the content of teaching a foreign language in the form of three components: a) linguistic; b) psychological; c) didactic-methodological (in their interpretation – methodological). It is important to consider the named components separately. The linguistic component of the learning content includes speech and language material, selected in a certain way and methodically organized in accordance with the principles of a particular method, learning goals, intralingual patterns of the language being studied, as well as taking into account possible difficulties in its assimilation by a given language audience of students. Understanding the specifics of a foreign language as an academic subject required a clear delineation and establishment of a relationship between the following concepts: language, speech, speech activity. Language units are: phonemes, morphemes, words, phrases, grammatical structures, sentences. They are characterized by paradigmatic (associative) and syntagmatic connections and relationships that determine their role and place in the language system. Language units are the content of this component. material can be active, receptive, receptive-passive. For each group of such material, there are special principles for its selection. Units of speech are, as a rule, utterances complete in meaning at a level not lower than one sentence (speech sample, typical phrase), a combination of sentences (super phrasal unity), certain types of dialogues and monologues (discourses), texts (different in authenticity, according to genre and style). Speech units are characterized by speech communications, which represent the unity of the content and the form of its expression. In the content of a language teaching, a special place is given to the text. All selected phonetic, graphic, lexical and grammatical material is presented in the text. The text is basic for the construction of “secondary texts” (retelling, abstract, thesis) and is an object for recognizing the studied material visually and by ear. It correlates with the topic and the sphere of communication and, thanks to its extralinguistic content, reflects and sets specific situations of communication. There is even a text centric approach to the content of teaching foreign languages. It is based on the role and function of the text in communication, taking into account the importance of its ability to carry any information, including from all areas of knowledge, and to give a language learning a wide variety of directions. This determines the integrative nature of the subject “Foreign language”.

Conclusion:

In conclusion, it is important to outline that ESP has traditionally been divided into has two main areas according to when they take place: 1) English for Academic Purposes (EAP) involving pre-experience, simultaneous/in-service and post-experience courses, and 2) English for Occupational Purposes (EOP) for study in a specific discipline (pre-study, in-study, and post-study) or as a school subject (independent or integrated). Completing the consideration of the problem of selecting the content of teaching a foreign language as an academic subject, it is necessary to formulate the requirements that are imposed on it. They can be as follows: 1. To be feasible, to meet the interests and needs of modern schoolchildren, to familiarize them with the cultural heritage of both their own country and other countries. The content of the training must be authentic. It is designed to form a holistic picture of the world in schoolchildren, to contribute to their socialization. 2. Appeal to the personal experience of schoolchildren, to their feelings and emotions, encourage comparison and promote the development of critical thinking; encourage the expression of their own opinions, assessments and stimulate the development of value orientations, as well as the full development of the individual as a whole.

**Reference:**

1. Alyavdina, N.G. & Margaryan, T.D. (2013). Innovative techniques of English language for specific purposes in technical colleges. Humanitarian journal, 7.
2. Basturkmen, H. (2008). Ideas and options in English for specific purposes. Taylor and Francis e-library. Teaching ESP: Best Practices. IBM PC CD-ROM: Published by "Repetitor Multi Media" for the English Language Office of the US Embassy. Moscow.
3. Bernshtein, N.A. (2011). Trigger mechanism of any activity.
4. Bim, I.L. (1988). Theory and Practice of Teaching German in Secondary School. A Study Guide for Students. Education. Moscow.
5. Chernilevsky, D.V. (2002). Didactic technologies in higher education. Textbook. manual for universities. Moscow: UNITY-DANA. 437 p.
6. Galskova, N.D., & Gez, N.I. (2004). Theory of teaching foreign languages: Linguodidactics and methodology. A textbook for students. Moscow: Academy.
7. Gez, N.I., Lyakhovitskiy, M.V., & Mirolyubov, A.A. (1982). Methods of teaching foreign languages in high school. Textbook. Higher school. Moscow.