

PSYCHOLOGICAL PRINCIPLES OF FORMATION OF LANGUAGE LEARNING SKILLS OF STUDENTS OF HIGHER EDUCATIONAL INSTITUTIONS

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Annotatsiya: *Oliy ta'lim muassasalari talabalarining til o'rganish ko'nikmalarini shakllantirishning psixologik tamoyillari nazariy asoslari, amaldagi holati va zamonaviy yondashuvlarni tahlil qilish, shuningdek, pedagogik shart-sharoitlarini asoslash*

Kalit so'zlar: *oliy ta'lim, psixologiya, pedagogika, pedagogik texnologiya, innovatsiya, ta'lim islohotlari, o'quv jarayoni, o'quvchi va o'qituvchi faoliyati, uzluksiz ta'lim, qiziqtirish, innovatsiyalarni boshqarish, nazorat qilish*

Annotation: *Analysis of the theoretical basis, current situation and modern approaches of psychological principles of formation of language learning skills of students of higher education institutions, as well as justification of pedagogical conditions*

Key words: *higher education, psychology, pedagogy, pedagogical technology, innovation, educational reforms, educational process, student and teacher activity, continuous education, entertainment, innovation management, supervision*

Аннотация: *Анализ теоретической основы, современного состояния и современных подходов психологических принципов формирования языковых навыков студентов высших учебных заведений, а также обоснование педагогических условий*

Ключевые слова: *высшее образование, психология, педагогика, педагогические технологии, инновации, образовательные реформы, учебный процесс, деятельность студентов и преподавателей, непрерывное образование, развлечения, инновационный менеджмент, кураторство*

ENTER

The purpose of the reforms implemented in all spheres of social life in Uzbekistan is aimed at ensuring the safety and well-being of people and their interests, as well as raising a mature generation.

The path of development that Uzbekistan has traveled in a short period of time after gaining state independence is gaining meaning and essence worthy of centuries. As it is known, it is important to bring up young people, who are important subjects of socio-political, economic, cultural and spiritual renewal of the society, as well-rounded individuals, in order to move development and influence the processes taking place in life.

In modern conditions, the issues of learning English are more and more important is earning. It is an international language, of intercultural and interlinguistic

communication serves as a leading tool, a tool for the formation of global identity and is the most studied foreign language in the world. Such English for studying at school, college, and university it is not surprising that it is mandatory.

At the same time, it has been repeatedly pointed out that many people learn English, but only a few know it well. The language is good in modern conditions

non-linguistic, despite the universally recognized importance of teaching. There is a lot of educated people who speak English well in our country not a frequent occurrence.

Discussion and results

Strengthening the material and technical base of higher education institutions in our country, improving educational and methodological support, and as a result of the reforms in the field of training of specialists, increasing the initiative of professors and teachers in the implementation of advanced educational technologies and teaching methods, the possibilities of introducing interactive methods of teaching foreign languages are expanding. At the moment when fundamental changes are taking place in the education system of our republic, it is appropriate to fundamentally revise the content and methods of teaching, to study the history of the methodology of teaching foreign languages and the main trends in its development.

Until now, it is known that in traditional education, young people were taught only to acquire ready-made knowledge. It is clear that such a method does not give young people a great opportunity to develop independent thinking, work, creative research, and initiative skills. Now, as a result of the development of science, technology and innovative technologies, the interest and attention to increase the effectiveness of education by using interactive methods (innovative pedagogical and information technologies) in the educational process is increasing day by day. Trainings using modern technologies in the educational system are aimed at young people searching for acquired knowledge by themselves, independently studying and analyzing it, evaluating their knowledge, and drawing correct conclusions. The correct introduction of pedagogical technologies in the educational process leads to the functioning of the officers of educational and ideological affairs bodies as the main organizers or consultants in this process.

Currently, no one doubts that the methodology of teaching foreign languages is treated as a science. The direction in the description of methodology as a science Methodology, which appeared in the late 40s, is recognized as a science with its own laws and research methods. The most complete definition of methodology is as follows: "teaching methodology is a science that studies the purpose and content of teaching, patterns, tools, methods, methods and systems, and studies the processes of teaching and training based on foreign language material.

The comparison of modern teaching methods plays an important role, because the new methods being implemented appear on their basis, and it is desirable that modern methods do not have shortcomings. At this stage of the development of the language teaching methodology, the most commonly used communicatively oriented concepts. The

most popular among them are communicative, project-based, intensive and activity-based methods.

About their main rules: The development of communicative methodology led to the final promotion of foreign language culture as the goal of language teaching. Such a system can be built only on a communicative basis. In addition, the practice of using the communicative method ensures not only the acquisition of a foreign language as a means of communication, but also the development of all-round personal qualities of students.

The next method is the project method: In the last two decades, a trend like project-based education has been formed. This concept was introduced by the Royal College of Art in Great Britain in the late 1970s formed in the content of the program. It is closely related to the culture of the project, which was created as a result of the combination of humanitarian, artistic and scientific-technical directions in education. Project culture is a general formula by which the art of planning, inventing, creating, executing and designing is realized and defined as design. Design culture mastering, the student learns to think creatively, to plan his actions independently, to predict possible options, to solve the tasks before him, to implement the learned work tools and methods. Design culture today includes design methods and design teaching methods in many areas of educational practice. The project method is actively used in teaching foreign languages. In the modern conditions of the rapid development of science and technology, the problem of transition to the path of intensive development is observed at all stages of the formation of individuals and specialists in all spheres of society.

Language training is also relevant in the preparation of all-round mature personnel.

Nowadays, intensive teaching of foreign languages is carried out in various developing, newly created and existing methodological systems. This is due to the variety of specific goals of foreign language learning of students at different levels, as well as the variety of educational conditions. Activity-based methodology of language teaching is represented by the theory of gradual formation of mental actions.

Based on this theory, the development of teaching technology was carried out for several years, and it was later called the method of activity. Distance education is distance learning, that is, distance from the learner. In recent years, higher education institutions in various countries have focused on the possibility of using computer telecommunication technologies, including foreign languages, for distance learning.

In contrast to other forms of distance education, computer-based telecommunication training offers:

- fast transmission of any information at a distance;
- storing this information in memory for the necessary time, editing it, etc.;
- interactivity and rapid feedback of the teacher and other participants of the training course with the help of multimedia information specially created for this purpose;

- access to various information sources via the Internet, including remote and distributed databases, many conferences around the world
- organization of joint telecommunication projects, as well as international electronic conferences, computer audio and video conferences.

The effectiveness of any type of distance education depends on four factors:

- effective communication between the teacher and the student despite the distance;
- pedagogical technologies used in this process;
- effectiveness of the developed methodical materials and methods of their delivery;
- effectiveness of feedback

In other words, the effectiveness of distance education depends on the organization and methodological quality of the materials used and the skills of the teachers involved in this process.

In contrast to traditional methods, non-traditional methods of teaching foreign languages, including problem-based teaching methods, are aimed at activating communicative activity, creative abilities, critical thinking and mental activity, live communication, the learning process is close to real life situations. Using problem-based learning methods, the lesson focuses on student activity. In the educational center there is a student who acts as an active creative subject of educational activities. The expression of subjective thoughts, perceptions of a specific problem situation plays a major role in constructing the semantic structure of sentences in the studied language.

Independent activity, development of students' thinking ability. The advantage of non-traditional methods is to eliminate the psychological barriers inherent in traditional education and eliminate the fear of making mistakes.

Psi in the methodology of teaching foreign languages human processes - intuition, attention, perception, memory and thinking plays a big role.

Among the main psychological aspects of learning English, they are the most important are: motivation and interest in language learning; language learning ability; the ratio of language and speech in learning; language barrier. Motivation is the main factor in language learning. In any activity as it is, if a person does not want to do something or does it by force, he cannot achieve a high result. The only result in language learning is success can provide motivation for To avoid failure motivation can give one-time results. For example, a student is demanding English

afraid of failing the exam with the language teacher. He is from the exam will pass, maybe not bad, but such local success is long-term will have no effect. The point is that foreign language skills are gradually formed and It is necessary to develop, and then maintain throughout life, of course cannot be done by force. For people learning English demand in the labor market is an important motivating factor. Skills are the success of acquiring knowledge, skills and abilities are called the characteristics of a person who has a defining psychological characteristic, but they themselves are not reduced to their

existence. In learning English about linguistic knowledge and speech skills in four types of speech activity you need to speak: speak, listen, write, read.

Psychology shows that abilities are similar to knowledge, skills and habits denying it, at the same time emphasizing their unity. Manifestation of abilities activity is necessary for it to be, and this, in turn, cannot be done without ability.

In the process of learning English, it is clear whether a person has abilities or not

it can. English language skills, as well as other human activities areas are interrelated with interest and motivation. How much a person does a job. The better it is, the more interesting it will be, because it will do more and more new things learns and feels the practical benefit of acquired skills. Modern practical benefit in the world is one of the main factors of motivation, motivation also grows due to the desire to achieve better and better results, man is relatively he realizes that he can achieve a lot with little effort.

On the other hand, if the motivation to learn English is in the first place if it does not arise from the language itself, but depends on some other external factors, it is

primarily to develop language skills through regular and conscious practice possible. Often, teachers use English to motivate students people who do not know the language say that there is no, because if a person speaks Russian, that everything is fine in the brain processes responsible for this speech means, so of course he can speak English too. English skills are an objective advantage, and this advantage is permanent it must be developed through practice or it will flatten out.

SUMMARY

In conclusion, regardless of how foreign languages are taught in higher education: traditional, remote, non-traditional, students should be motivated and psychologically applied.

Constant practice is pure is the key to success from a methodological point of view. English indeed all the rules of grammar can be said in an hour. A few thousand

The word can be learned in a very short time, if you do this for yourself if you clearly define the task, but it is not only learning the language material once, but never forget it and that is the hardest thing. Even in English experts are like athletes who lose their form if they don't train for a couple of months admit that they feel a little insecure. "We just what "we know what we remember" principle than in other areas of human activity more suitable for learning a foreign language.

It should be noted that the most effective method in teaching English is and the search for approaches 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, a rule as a rule, he easily assimilates it using any method, something else that is, the low quality of teaching (both the method and the work of the teacher himself) is a language can kill interest and reduce it. to master it motivation.

In the process of learning a foreign language, didactic and pedagogical aspects are related to each other will be closely related, because in this process we teach speech and communication or learn and master the system of its implementation. Communication training It cannot be effective if considered within the framework of a "dry" methodology. Language psychological aspects of teaching are not only the goals and tasks of teaching, motivation, student interest, etc., and, apparently, learning also defines its own styles and approaches, therefore language the importance of training cannot be ignored. In this educational process psychological component. Foreign language as an academic subject is very unique. By itself it is not a science, but all sciences and all branches of human knowledge are related to it,

because there is no knowledge without language. That is why language learning is personal has a great impact on personal, general intellectual and general cultural development, once again emphasizes the important role of psychology in this process.

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