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# **MODERN SCIENTIFIC CHALLENGES AND TRENDS**

COLLECTION OF SCIENTIFIC WORKS  
OF THE INTERNATIONAL SCIENTIFIC CONFERENCE

**Issue 5(50)**

**Warsaw  
2022**



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ISSUE 5(50)

May 2022

Collection of Scientific Works

WARSAW, POLAND  
Wydawnictwo Naukowe "iScience"  
21-22 May 2022

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### **PSYCHOLOGICAL BASES OF METHODS OF TEACHING A FOREIGN LANGUAGE**

The methodology of teaching a foreign language is inextricably linked with psychology, which allows us to determine the psychological foundations of teaching foreign languages, on the basis of which to develop our own methods, approaches, principles. A special contribution in this regard belongs to psycholinguistics and pedagogical psychology, the psychology of speech, etc.

Speech is divided into internal and external, active and passive, oral and written, receptive and reproductive speech. According to psychological data, language is a means of communication. The methodology is based on the principle of communication in teaching a foreign language.

In external speech, a person verbally expresses speech, in which a person first thinks, prepares, and then carries out external speech. Inner speech is based on thinking. First, internal, then external speech is a guarantee that speech will be meaningful and logical. Students work in two ways: the first includes speaking and writing ideas, and the second includes listening and reading comprehension.

The same action is taken when a student expresses their opinion in writing in a student speech. Learning is achieved through listening and reading texts. When students receive information, first external speech, then internal speech, when submitting information, the student first forms internal speech, and then external speech. Therefore, when presenting information, the methodology emphasizes the need to teach internal speech first, then external speech, and first external speech, and then internal speech during training.

Psychology divides speech into oral and written forms of speech, emphasizing that oral speech is done orally, and written speech is done in writing, assuming that the same process occurs when they arise.

In both cases there is inner speech and then outer speech, but in the first case the outer speech is expressed orally, in the second it is written. The technique also takes this into account when studying speech, from a psychological point of view, it is easier to translate oral speech into written speech of a Karaganda student, so the technique consists in studying oral speech first, and then written materials, suggests a way of expressing in speech.

Receptive speech is speech that occurs through the reception of information. Reliance on them is carried out by obtaining information, understanding by ear, reading a book, text. In this case, the speech code is first received and then re-encrypted. In reproductive speech, the student provides information through the student's oral and written speech. Before that, the speech is encrypted, and then this password is given. In receptive speech, a person first of all comes to the conclusion that it is based on the form of language. When reproduced, the intention pursues a goal, and then translates it into a linguistic form. Psychology again divides speech into fast (reactive), communicative speech.

In the first case, the student systematically composes a speech, and then it happens. Speech differentiation, as mentioned above, is important for the methodology that underlies the modern methodology of teaching foreign languages.

For the methodology of teaching foreign languages, it is important to know the essence of the psychological concepts of thinking, memory, cognition, psychological processes, knowledge, skills, abilities, their passage, their occurrence, because the technique is engaged in the formation of skills and abilities..

When teaching a foreign language, one should take into account the memory and development of the student. The more we can develop the memory that the student retains, the better he will remember the material. He begins to freely use it in his activities.

Modern psychology divides memory into immediate or immediate long-term or long-term, arbitrary, involuntary memory. The technique helps to develop knowledge about the laws of memory, methods of teaching a foreign language, principles, methods and techniques.

Materials stored in memory for a long time, the student uses in speech activity. These memories are necessary when teaching foreign languages, and the task of their creation and development is the task of the methodology. This is done through exercises, repetitions and the use of visual aids.

Understanding the material, speech is the key to accurate memory. Let the student's mind always understand the material taught by the teacher. To do this, the teacher must constantly be in research work, be able to find means, be able to use them, check whether they understand and cannot. Incomprehensible speech material is not carefully stored in the student's memory.

When teaching a foreign language, these psychological concepts are used to develop knowledge and skills.

We know that when a student learns a foreign language, he acquires knowledge and skills in his native language, Russian. Psychology suggests that the student can translate them into a new foreign language. This transfer will be both negative and positive. When students transfer knowledge, skills and abilities from their native language and Russian or experience with these languages, they benefit from learning a foreign language, which prevents the negative impact of transposition on positive migration, which is called interference.

The above thought can be illustrated by the example of pronunciation training. Because the student is accustomed to the pronunciation of his native language, Russian, he often pronounces English sounds and words in the same way as his native language and Russian. In it, the pronunciation of some English sounds is closer or closer to the native language. With this, the teacher teaches how to pronounce the Uzbek sound more closely or similarly. It will help you learn English pronunciation.

Some English sounds are very different in pronunciation from their native language and Russian. A student blindly pronounces his native language and Russian in the same way, based on his experience. As a result, errors are pronounced, and the experience of the native language hinders errors and incorrect pronunciation, which has a negative impact. For example, the English sound (c) is often pronounced as in the native language (z).

This negative and positive effect also manifests itself in teaching vocabulary, grammar, speaking, reading and writing. The teacher must identify them in advance and use them in

teaching if they have a positive impact, prevent them if they have a negative impact, look for ways to eliminate them and develop them.

The technique is used in the psychology of speech to study the characteristics of various aspects of the speech process. In particular, psycholinguistics contributes to the methodology of foreign languages, dealing with the problem of the discrepancy between thought, speech and communicative speech. Its laws and information reveal the methodologies for the formation, adoption and mechanism of speech. This will help the methodologist to develop a methodology for teaching speech, a system of exercises.

The science of psychology of teaching a foreign language covers the psychology of learning, learning language materials, speech activity in teaching a foreign language. It is necessary for the technique. At present, the psychological sciences help to develop methods for teaching foreign languages on a scientific and practical basis.

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