EXPLORING THE PSYCHOLOGICAL AND METHODOLOGICAL FOUNDATIONS OF LANGUAGE EDUCATION

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Abstract: this article is dedicated to the field of language education, focusing primarily on effective methods used in language learning, as well as interactive techniques, their significance, along with drawbacks. Additionally, the article discusses the phychological foundations of language learning, together with its phychology.

Key words: language education, methodology, aspect, phychological impacts, interactive ways.

Language learning is one of the most important aspects of human life, as in today's era of globalization, learning several foreign languages has become a necessary tool for expanding one's worldview, developing communication skills, personal growth, and achieving professional success. Language, which serves as a means of communication, can be practically mastered in the family, in society, or in class. In our time, with the rise of international relations, mastering foreign languages thoroughly and being polyglot has gained significant importance. In higher education institutions in our country, students are typically taught three languages. In this regard, the famous writer Gafur Ghulom once said: "The majority of our intelligent youth are masters of three languages." These languages are referred to by specific names in educational theory: the mother tongue, the second language, and the foreign language. The mother tongue plays a primary role in shaping thinking and cognition. The concepts learned through the words of the mother tongue are reflected in the words of the second or foreign language when learning those languages. These words may be three in number but express the same meaning, for example, book-книга-book. The second language is the language of the related people from another nation. A foreign language refers to a language spoken outside one's native region. In Uzbekistan, both Eastern and Western languages are taught. The process of teaching all three languages differs from one another: firstly, thinking is formed in the mother tongue; secondly, the mother tongue and second language are learned in a natural environment, while the foreign language is taught in an artificial setting, meaning communication in the foreign language typically takes place in class with the teacher. This necessitates the use of appropriate foreign language teaching technology. To teach foreign languages effectively, knowledge of its methodology is required. Foreign language teaching methodology

refers to the set of activities carried out by a teacher, student, or learner that guarantees the development of practical, general educational, formative, and developmental skills. Methods have been studied in-depth by methodologist I.V. Rakhmanov. The translation method is divided into two: grammar-translation and text-translation methods. **In the grammar-translation method**, grammar exercises are performed to develop the learner's logical thinking. The main principles of this method include the following:

1) language learning is based on written speech;

2) first, grammar rules are memorized, and then sentences are formed based on those rules;

3) performing grammar exercises is the primary method;

4) the grammatical forms and meanings of words are explained through word-for-word translation;

5) language is acquired through word-for-word translation and memorization.

The Translation-Free Method. This method is also divided into two major groups: natural and direct methods. In the natural method, learning to speak a foreign language creates the opportunity to learn reading and writing. In the initial stages of foreign language teaching, the first priority is to create auditory and speech movements of sounds, words, and sentences.

The Input-Based Method, or Information-Based Method, is a method where the language is learned first through listening and reading, and then through speaking and writing. In this method, effective language learning takes place by listening to and seeing the language in real-life situations. The "Input-based method" or "input-based language acquisition" approach was developed by S. Krashen. In the 1980s, he advanced this approach within his "Second Language Acquisition" theory. According to Krashen, the information (input) provided during the language acquisition process is one of the main factors in learning. This method is expressed as follows:

1. Comprehension. The learner learns by listening to or reading things in the target language that they can almost understand. Some parts may be new, but through this process, the learner develops.

2. Natural learning. This is similar to how young children learn a language by hearing it around them. The learner also acquires the language by listening a lot.

3. Focus on content. Instead of thinking about grammar and errors, the focus is on understanding the meaning of what is being said.

4. Listening and reading in various ways. The more you listen and read in different contexts, the more naturally you will learn.

5. Then speaking, meaning the learner is not required to speak or write immediately. Once they have acquired enough of the language, they will be ready to speak independently.

Moreover, interactive methods in language learning are of great importance today. They are especially crucial in increasing the language proficiency of students and preparing specialists who can compete in the field of science on a global scale. One of these methods is the effective use of technology and techniques in the educational process. For example, there are various platforms and online courses that help improve every aspect of foreign language learning, including listening, speaking, writing, and reading. One such program (for those learning English) is the "Real Life English" app. Through this, learners have the opportunity to communicate directly with "native speakers" of English from anywhere. Additionally, they can choose a specific teacher within the app, who explains the complex words used by native speakers during communication and clarifies grammatical structures. Through this active practice, the learner not only develops speaking skills but also enhances listening comprehension abilities. To further improve listening comprehension, the "Movies in English" website is also useful. It helps learners better understand connected speech and linking words— words that are linked together and pronounced in a connected way within sentences. Another such method is **the Note-taking method.** This interactive method helps in scoring high on the multiple-choice section of the IELTS exam. This method involves the following stages:

1. Reading and understanding the given questions.

2. Listening to the audio and taking notes on the key points.

3. Making a guess about the answer based on the written sentences and words.

4. Matching the guessed answer with the correct answer in the question. Another modern interactive method is **the Input-based method**. Input refers to the experience of learners using the language. It can come from various sources, including teachers, other learners, and the environment. The Input-based method is divided into two parts: reading and comprehension exercises, and listening and performing tasks. These exercises do not require language production but are aimed at enhancing the learner's ability to understand, such as learning new words by reading and listening to stories. This method helps students learning English to overcome problems in the reading section of IELTS preparation. Through this method, learners strengthen their skills in understanding texts, expressing their ideas, and working with vocabulary. This method includes the following steps:

1. Analyzing the information—extracting the main idea from the text being read.

2. Integration of reading and writing—writing down unfamiliar words with translations and explanations during the reading process, and using these words to construct various sentences.

3. Using various resources—improving text comprehension through articles, essays, books, and textbooks.

4. Discussion. After reading the text, learners express their opinions, explain and

justify each question. This promotes critical thinking. Additionally, higher education institutions often emphasize developing independent study skills. Interactive methods engage all the learner's mental processes and direct them to search for and explore tasks. These methods make the learning process effective and engaging, allowing students to share their ideas and thoughts with each other. As a result, their knowledge and potential increase. Examples of such interactive activities include "brainstorming," "round tables," "gallery walks," and "academic debates."

Brainstorming: In this activity, students are asked a question related to a particular subject (usually on a topic not previously covered). They are given limited time, and they share whatever comes to mind. When responding, answers are not explained or rejected as incorrect. Once all answers are given, students discuss the responses with the teacher. Alternatively, students can be divided into groups before the question is asked, and they can present their ideas with their groups. Through this, they can learn new things from each other.

Round Table: A sheet of paper with the task written on it is passed around the table. Each student writes down their response and passes the paper to another student. Once all responses are completed, a discussion takes place. Incorrect answers are erased, and students are graded based on the number of correct answers. For example, "Indicate the main categories of pedagogy," "Describe pedagogical skills," etc.

Gallery Walk: Students are divided into several small groups, and each group is given a problem. They write down their suggestions or ideas for solving the problem in 10 minutes, then exchange written papers with other groups. The next group evaluates the previous group's answers and fills in the gaps with their ideas if the response is incomplete. For example, "Problems in teaching and learning foreign languages" or "Modern methods used in language teaching." The answers of each group are displayed on the board for discussion.

In addition, language learning is a complex process influenced by many factors. To improve learning effectiveness, it is important to support motivation, develop social interaction, and consider learning styles, as the main factors of language learning psychology and mental processes shape the language acquisition process. Also, a personalized approach, talent, regular practice, and maintaining motivation play a key role in successful language acquisition. Furthermore, in foreign language learning, attention, perception, memory, and thinking are taken into account. Mastering language tools begins with reflection and perception, moves toward cognition, and then leads to practical application, as identified in psychology.

In conclusion, learning foreign languages is a complex process. The learner experiences various phenomena, such as comparing the foreign language being learned with their mother tongue. Teaching a foreign language involves studying its methodology and applying it in practice. Indeed, such methods, including interactive

methods, play a vital role in improving and strengthening every aspect of language learning: grammar, reading, listening comprehension, writing, vocabulary, and speaking skills for the student or learner.

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