

Pedagogical and Psychological Features of Foreign Language Teaching

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ABSTRACT

This article presents a psychological-pedagogical analysis of the main factors and components of education, the definition of pedagogical psychology, information on its development. Today, there are several different methods of psychological-pedagogical technologies, and if wide and various methods are used to cover the topic in classes, the effectiveness of the lesson is high and the students' interest in the lesson is ensured. It is intended to increase the efficiency of education by providing information and introducing innovations into the educational process and implementing them.

KEYWORDS: *pedagogical-psychological features, values, spirituality, pedagogical competence, formation of educational materials, game technologies.*

The content of the political and social reforms implemented in the Republic of Uzbekistan focused on the development of a person, his way of life and life criteria. The human factor was recognized as the main element of the newly built society. The goal of the implemented educational reforms was also focused on youth, their role and potential in society, and their development in all aspects. One of the independent directions and pedagogic goals of the educational reforms was focused on the issue of the acquisition of one or more foreign languages by young people.

Language forms a nation, states are built on the basis of language. The main features of each nation, its essence, its heart and values are reflected through the language. Therefore, ancient thinkers paid special attention to the language tool. For example, Alisher Navoi said, "Ignore the language, ignore the hand," and according to Plato, he said, "If you want to know the customs of any nation, first try to know its language." Accordingly, the wealth of the language is considered the wealth of thought, the wealth of the nation and the people. Through language, the historical, spiritual and spiritual heritage of different nations is protected, preserved, and passed from generation to generation as a cultural heritage.

According to the opinion of scientist B. Toshboeva, in the development of mental activity of students, remembering concepts and storing them in memory is important for the educational process.

Many pedagogues with a traditional way of thinking prioritize memorization and retention of acquired knowledge over any thinking [2, 35]. They mainly seek to evaluate the extent of students' memory. That is, students appreciate how much they remember the new knowledge they presented in the previous lesson and how perfectly they gave it back. Psychologists pay attention to mental activity in the development of thinking, to the extent of independent approach to knowledge.

It is known that every student has his own abilities and talents. When teaching a foreign language, it is necessary to take into account that the nature of elementary school students is curious and ambitious. In order for the teacher to carefully study this situation in the student, and for them to show their talents, the educational process should be effectively managed by the teacher. That is, it is necessary to systematically ensure mobility and stability of students' thinking, taking into account children's intelligence and their psychology, using various methods of teaching in this process. Only then will pupils' inquisitiveness and resourcefulness be ensured. Pupils think through thinking and a

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creative approach to solving problems, draw conclusions independently, come up with new approaches to problem solving, and the results are guaranteed. In all of this, student psychology is at the forefront. Students solve many problems easily and effectively during games. After all, when explaining educational materials in a game style, motivation is created in them, as a result, activity is ensured. Games have a positive effect on the intellectual potential of most students, help them become more active in education. Success in this area requires the development of a didactically based set of assignments. Learning tasks acquire a systematic character and enable the development of intellectual and creative thinking activities of students [3, 48].

L.A. Shipunova in her article E.I. Passov, M.N., well-known methodists such as Skatkin showed the importance of game activities in teaching a foreign language. He noted that "the game is only a shell, a form, and its content should teach and master speech activities." E. I. Passov lack of motivation, coercion in game activity; that it is an individualized, deeply personal activity; teaching and training through the team; development of mental functions and abilities; says that it is noted as a means of learning characteristics such as passionate learning.

From the opinions of our scientists above, it can be said that remembering, keeping in memory, thinking, and being able to gather thoughts are important in the development of students' mental activity. A student who embodies these abilities will have a rapid growth in thinking, and such students will stand out from other students. There are not many students who have entered the Guinness World Record for such memory, thinking and concentration.

Paying special attention to educational values in this process is the key to its importance in forming a highly spiritual person.

The following educational values are important in the formation of a highly spiritual person:

- enjoying the benefits of our rich spirituality;
- understanding of the depth of the scientific and cultural heritage of our great ancestors who made a great contribution to the treasure of world culture;
- that young people look at their past, national and religious traditions with respect, and are brought up in the spirit of preserving them;
- to be proud of the value and prestige of one's nation in front of other nations;
- a sense of responsibility in protecting the interests of the nation and confidence in the future.

As mentioned above, any society cannot imagine its future without developing and strengthening its spiritual and moral values. The cultural values and spiritual heritage of the people have served as a powerful source of spirituality for the peoples of the East for thousands of years. Despite the long-lasting ideological pressure, the people of Uzbekistan have managed to preserve their historical and cultural values and unique traditions that have been passed down from generation to generation.

On the other hand, historical and cultural sources of our national pedagogy - folklore, religious-philosophical teachings, works of Eastern thinkers, modern artistic and educational works are important in forming a system of valuable ideas. Therefore, the science of pedagogy has a great opportunity to form a system of valuable ideas in the activities of foreign language learners. Based on the possibilities of this subject, the formation of ideas related to socio-political, personal, professional-pedagogical, intellectual, moral values in students reflects an important pedagogical problem.

In education with a valuable content, the behavior of a person is taken into account, and they determine his orientation to humanity and appear as the basis of valuable assessment. Worldview appears as the context of the conceptual interpretation of the value attitude of a person, and the value attitude is manifested as an invariant to one or another system. It is in this way that the reflection of

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knowledge of the world and the moral management of valuable attitudes are directed and meaningfully organize the activity and behavior of a person [1, 98].

Therefore, education can be seen as a process of internalization of socially organized universal values. And in life, it is still rare for a person to consciously understand that value can awaken a person to active activity, self-education and self-development. Value as a force that awakens the motive of activity, when it is internalized by a person, provides the necessary moments of inner existence, when a person can clearly formulate the purpose of his activity, can see its humanistic meaning, when he finds effective means of realizing the goals. wisdom and timely control is clearly manifested only when he can correct and evaluate his own behavior.

This or that value becomes an object of need only when the organization, object selection and creation of conditions, purposeful activity is carried out and it arouses the need for assessment and mastery by the individual. Therefore, when education is organized as a process of their internalization, spiritual values become an object of human need.

List of used literature:

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