

Modern Pedagogical Educational Technologies in the Organization of English Language Classes

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ANNOTATION

The article reveals psycholinguistic issues concerning learning Foreign Language by students. In particular, the need for differentiated and integrated approach to learning, as well as considering individual cognitive learning style of a student.

KEYWORDS: psycholinguistics, psychology, linguistic, foreign language, cognitive style, speech activity.

Teaching a foreign language as a means of communication involves mastering the processes of speech formation and perception in a language other than the native language. Studies of teaching methods and experience show that the development of speaking skills is much more difficult than acquiring knowledge of the language, phonetics, vocabulary, and grammar of that language. The fulfillment of this difficult task is closely connected to the discovery of the features of the process of communication, and the internal regularities of speech generation and perception, the study of which psycholinguistics is engaged in. The term psycholinguistics itself is composed of two parts, one addressing psychology and the other linguistics. Thus, the idea of the connection between speech and language, which has proved so difficult for both psychology and linguistics, is postulated quite clearly in the term itself and, in fact, is declared to be a union of the above fields of knowledge: psycholinguistics studies the nature and functioning of language and speech, using, and connecting the data and approaches of psychology and linguistics (Herbert, 1977).

From the ancient times until present. Humanity is alive with their communication skills and words they use. Vocabulary of a language is just like bricks of a high building. Rudyard Kipling says that words are the most powerful drug used by mankind. Additionally it is vital that ,vocabulary is inextracably connected with grammar, the receptive (listening and reading) and the productive (speaking and writing) skills. Wilkins rightly says, “Without grammar very little can be conveyed...but without vocabulary nothing can be conveyed”. Therefore the study of vocabulary is at the center while learning a new language. No matter English being a second language or foreign language, one needs to learn vocabulary in the systematic way. If we purpose to utilize language effectively and clearly, we ought to have good stock of vocabulary. Especially the English language is the richest to words. Because of modern researches ,observations and experiences learners can be educated by teachers better by teachers and in the following some useful types of methods will be introduced in order to achieve more interesting and qualitative lessons.

When studying a foreign language as a means of communication the accumulation of language material in the form of sign stereotypes should take place in parallel with the formation of skills and abilities to operate them in different types of speech activity. This means, in turn, that the acquisition of language aspects - phonetics, vocabulary, and grammar

- happens simultaneously with the development of speech mechanisms - listening, speaking, reading, and writing. In methodology, this means that it is necessary to teach listening and reading comprehension of foreign speech in completely different ways than speaking and writing. Listening and reading are based on recognizing language material, speaking and writing are based on framing thoughts with language signs. Teaching types of speech activity should be, on the one hand, differentiated, due to the need to create independent mechanisms of listening, speaking, reading, and writing; on the other hand - integrated, since phonetics, vocabulary, grammar function in speech unintegrated, and types of speech activity are interrelated and interdependent.

When teaching a foreign language two approaches should be used - differentiated and integrated. Differentiated teaching involves separate study of listening, reading, speaking, and writing skills. Integrated is the interrelated study of phonetics, vocabulary, and grammar, as in real-life situations, their practical application is inseparable from each other (Miller, 1976).

In psychology, various individual psychological features of a person are known, which determine his personality type and influence the learning process. The following personality types are distinguished: introverted and extraverted, deductive, and inductive, inert, and labile. The type of personality characterized by a tendency to overgeneralization, overgeneralization, or undergeneralization.

Depending on the individual psychological characteristics and personality trainees have a certain way of performing activities in the process of cognition, the way of cognition of the world, or cognitive style.

Psycholinguistics defines the following main characteristics of cognitive style:

1. Field independence: the ability to distinguish a significant object among distracting factors.
2. Tolerance: consists in tolerance of the learner, his perception of even material, which is in contradiction with his views, as well as the ability to master the material in different ways, including those which are not characteristic of his personality.
3. Reflexivity and impulsiveness: reflexivity is characteristic of an inert type of nervous system, when the student first considers and weighs his/her speech behavior, and then takes a decision and makes corrections; impulsiveness corresponds to the labile type of nervous system and assumes quick, often unconsidered answers, which are often full of mistakes.
4. Auditory or visual style of perception of information. Students who have an auditory style find it easier to remember information by listening. "Visual learners find it easier to remember material when reading, studying tables, pictures, and diagrams.

Language learning should not be built only on the perception and mechanical memorization of language units (structures, collocations, speech patterns) or rules. Students should be involved in an active process of learning the essence of the studied phenomena when conditions for the realization of personal reference points are created:

- students should be active participants in the learning process, whose individual interests and peculiarities should be considered.
- the process of learning is not only personal, but also socially conditioned, when students, as in the real world, communicate with each other and with the teacher. In this regard,

both students and teachers should be involved in the process of mutual knowledge and understanding of each other and cooperation during the period of learning and teaching.

The emergence of the communicative approach to learning in foreign methodology led to a tendency to underestimate the role of cognitive processes in learning a foreign language; they began to be associated only with memorization of rules and systemic mastery of language, which means understanding the cognitive approach in a narrow sense. In Russian psychology and methodology, which historically gravitated toward the study of the cognitive processes of an individual, cognitiveness is commonly understood in a broad sense and its various levels are discussed:

- ✓ rule level - performance of speech actions in accordance with the rule;
- ✓ meaning level - awareness and understanding of the meaning of the used linguistic units;
- ✓ the level of performance of speech activity - how a speaker constructs a statement, where he/she begins, how he/she finishes, what arguments he/she gives;
- ✓ the social level - awareness of the content of what is said, what function the statement has (advice, request, objection, etc.);
- ✓ cultural level - awareness of how much the reported information and its speech formation correspond to the cultural norms of native speakers.

The mentioned characteristics influence the speed of information assimilation, the formation of new skills, the quality of assignments and the number of necessary repetitions, the preferred choice of methods and forms of learning, as well as the student's readiness for innovations and, undoubtedly, should be taken into account.

Thus, knowledge of the principles of differentiated and integrated approach in the formation of such speech skills as reading, listening, speaking, and writing, as well as consideration of individual cognitive features of students will help teachers in choosing effective methods of teaching a foreign language.

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