

Psycholinguistic Requirements for the Methodology of Teaching English as a Second Foreign Language

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Abstract: The introduction of a second foreign language means that education becomes multilingual: the native language, the first foreign language, the second foreign language form a unique linguistic phenomenon - triglossia. At the same time, since teaching any language is inextricably linked with the culture of the country of the target language, it is legitimate to talk about the study of a second foreign language as a phenomenon of multicultural education. Next, it is necessary to determine the conditions for teaching a second foreign language, the main parameters of the course of a second foreign language, to solve the issue of the leading and related goals of teaching a second foreign language.

Keywords: establishing, maintaining, knowledge, skills, abilities, cognitive-communicative goal, cognitive-developmental goal

To develop an adequate methodology for teaching a second foreign language in an institutional environment, it is necessary to give reasoned answers to the following questions: what are the conditions for teaching a second foreign language, and what are the priority goals of teaching a second foreign language?

It should be noted that so far the goals of teaching a second foreign language have not been planned, determined, and not brought to a common denominator. In fact, every institution in which a second foreign language has been introduced as its own program.

The definition and formulation of the goal of teaching a second foreign language in a general education seem to be a fundamental moment in the development of the whole complex of problems of teaching a second foreign language in an institute. These knowledge, skills, and abilities are designed to provide students with the ability to:

- verbally and in writing, establish and maintain contact with a communication partner, communicate and request information of various volumes and nature, express logically and consistently and adequately respond to the communication partner's statements;

- use various strategies for extracting information from the sound or written text and interpret the information received.

The pedagogical aspect of the goal of teaching a second foreign language is to further improve the language abilities of students, develop the ability to understand the commonality and difference between the native culture and cultures of the countries of the first and second languages.

In the process of teaching English as a second foreign student, he expands his individual picture of the world by introducing the native speakers of this language to the linguistic picture of the world, to their spiritual heritage, national-specific ways of achieving intercultural understanding. He also learns to explain their way of life, behavior. At the same time, in the mind of the student, a synthesis of knowledge is carried out both about the specifics of the native culture, the culture of the first and second languages, about the community of knowledge about cultures and communication. It is due to the critical understanding of someone else's way of life that the process of enriching the student's picture of the world is carried out.

One can agree with such a set of goals for teaching a second foreign language.

Based on the above, we formulate two priority goals of teaching a second foreign language in general education:

- 1) cognitive-communicative goal,
- 2) cognitive-developmental goal.

The realization of the cognitive-communicative goal presupposes, first of all, the mastery by students of reading authentic foreign texts. The field of cognitive-communicative goals includes teaching in complex other types of communicative activities (listening, speaking, writing) in the process of implementing the main leading component - teaching change to read authentic foreign texts. Having mastered the basics of reading in the course of a second foreign language, the student gets the opportunity to use them in practice at different periods of life, because this communication skill is not lost over a long period of time without training.

The second goal - cognitive development - is inextricably linked with the first and is practically realized in the process of teaching the ability to read authentic texts, since reading develops the cognitive abilities of students, to a large extent has intellectual and emotional interaction on them. Thus, the essence of the cognitive-developmental goal of teaching a second foreign language is that its study develops the general thinking and speech abilities of students, sharpens their attention to linguistic forms of expression of thought in foreign and native languages, makes the learners linguistically interesting individuals, the cognitive-developmental goal is achieved in the process of realizing the leading goal - cognitive and communicative.

In the process of teaching a foreign language, the goals are realized by solving a number of specific tasks of a separate lesson, a series of lessons, a learning stage. Thus, the sequential solution of intermediate tasks throughout the entire training period ensures the fulfillment of the objectives considered here.

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