

Importance of psychological knowledge in learning foreign languages

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Annotation: In this article it is given full information why psychological knowledge play more important role in learning second languages without taking into consideration age factor. In deed, Psycholinguistics has provided numerous theories that explain how a person acquires a language, produces and perceives both spoken and written language. The theories have been used in the field of language teaching. Some experts use them as the basic theories in developing language teaching methods. It is known as psycholinguistics approach. Psycholinguistic approach views learning as a cognitive individual process happening within the individual and then moves to the social dimension.

Key words: psycholinguistics, approach, method, teaching, agraphia and aphasia, attitude

Аннотация: В статье дается полная информация о том, почему психологические знания играют более важную роль в изучении второго языка без учета возрастного фактора. На самом деле психолингвистика предоставила множество теорий, объясняющих, как человек овладевает языком, производит и воспринимает как устную, так и письменную речь. Теории использовались в области обучения языкам. Некоторые эксперты используют их в качестве базовых теорий при разработке методов обучения языкам. Он известен как психолингвистический подход. Психолингвистический подход рассматривает обучение как когнитивный индивидуальный процесс, происходящий внутри человека, а затем переходит в социальное измерение.

Ключевые слова: психолингвистика, подход, метод, обучение, аграфия и афазия, установка.

In reality, each instructor ought to have total information of instructive brain research so that makes a difference to the learners in learning a remote dialect. Understanding and recognizing the want, inspiration, mental, and physical of the learners can offer assistance them learn more. Tuning in, perusing, talking and composing are called as the four of dialect aptitudes. Particularly,

psycholinguistics makes a difference to get it the challenges of these four abilities both inborn troubles and outward challenges. Psycholinguistics moreover makes a difference to clarify the blunders understudies do within the dialect learning. Additionally psycholinguistics too characterizes a few sorts of brain clutters that influence dialect learning execution such as agraphia and aphasia which must be treated appropriately. Psycholinguistics primarily makes a difference instructors to consider the utilize of suitable strategy to educate that four dialect ability.

Feelings are the heart of dialect learning and educating, and however they have to a great extent remained within the shadows within the past decades of connected linguistic research. Swain contended, “emotions are the elephants within the room – ineffectively examined, ineffectively caught on, seen as second rate to judicious thought” (p. 195). Connected language specialists may have thought little of the significance of feelings within the past decades since of the dominance of cognitive viewpoints and the wrong conviction that the think about of feeling is some way or another informal. The circumstance is changing quickly. Mackenzie and Alba Jueznote that “across social sciences, researchers are recognizing the fundamental part of enthusiastic phenomena” and they name this rising intrigue field as “emotionology” (back cover).

To begin with, positive feelings tend to broaden people’s consideration and considering, driving to investigation and play, unused encounters and unused learning. Moment, positive feeling makes a difference to fix the waiting impacts of negative passionate excitement. A related, third work of positive feeling is to advance strength by activating profitable responses to unpleasant occasions, such as moving forward cardiovascular recuperation and making striking sentiments of joy and intrigued whereas beneath push. Fourth, positive feeling advances building individual assets, such as social bonds built by grins, mental assets sharpened amid inventive play, and indeed when youthful creatures hone self-preservation maneuvers amid rough-and-tumble play. Fifth, positive feelings can be portion of an upward winding toward more prominent prosperity within the future, basically the horrendous cycle in switch.

Components Influencing Dialect Learning A few understudies learn a unused dialect more rapidly and effortlessly than others. This truth related to the vital components affecting victory that are to a great extent past the control of the learner. Concurring to Lightbown and Spada say a few components influencing dialect learning.

Intelligence

The term 'intelligence' has traditionally been used to refer to performance on certain kinds of tests. These tests are often associated with success in school, and a link between intelligence and second language learning has sometimes been reported.

Aptitude

Particular capacities thought to foresee victory in dialect learning have been examined beneath the title of dialect learning 'aptitude'. Investigate has characterized inclination in terms of the capacity to memorize rapidly. In this way, we may hypothesize that a learner with tall inclination may learn with more prominent ease and speed but those other learners may too be fruitful in case they drive forward.

Learning Style

The term 'learning style' has been utilized to portray an individual's common, periodic, and favored way of retaining, handling, and holding unused data and abilities. A few individuals say that they cannot learn something until they have seen it. Such learners would drop into the gather called 'visual' learners. Other individuals, who may be called 'aural' learners, appear to memorize best 'by ear'. For others, alluded to as 'kinesthetic' learners, a physical activity such as miming or role-play appears to assist the learning handle. These are alluded to as perceptually-based learning styles.

Personality

A number of identity characteristics have been proposed as likely to influence moment dialect learning. It is frequently contended that an extroverted individual is well suited to dialect learning. Another angle of identity that has been examined is restraint. It has been recommended that restraint disheartens risk-taking, which is vital for advance in dialect learning. Moreover, learner anxiety-feelings of stress, apprehension, and push that numerous understudies encounter when learning a moment dialect- has been broadly examined. Later investigate exploring learner uneasiness in moment dialect classrooms recognizes that uneasiness is more likely to be energetic and subordinate on specific circumstances and circumstances. A few other identity characteristics such as self-esteem, compassion, dominance, chattiness, and responsiveness have moreover been examined. Be that as it may, it has been not simple to experimen

Motivation (Intrinsic)

Inspiration has been characterized in terms of two components: learners' communicative needs and their demeanors towards the moment dialect. On the off chance that learners have to be talk the moment dialect in a wide run of social circumstances or to satisfy proficient desire, they will see the communicative esteem of the moment dialect and will subsequently be persuaded to procure capability in it. Moreover, in case learners have great states of mind towards the speakers of the dialect, they will want more to memorize it.

Motivation (Extrinsic)

Instructors moreover impact on students' behavior and inspiration in dialect learning. Educator is one of students' reasons for considering the moment dialect or having great states of mind Tell Diary, Volume 6, Number 1, April 2018 ISSN : 2338-8927 50 toward the dialect learning. Instructors can provide a positive commitment to students' inspiration to memorize in case classrooms are places that understudies appreciate coming to since the substance is curiously and pertinent to their age and level of capacity, the learning objectives are challenging however sensible and clear, and the environment is strong.

Culture and Status

There's a few prove that understudies in circumstances where their own culture contains a lower status than that of the culture in which they are learning the dialect make slower advance. Social variables at a more common level can influence inspiration, demeanors, and dialect learning victory. One such calculate is the social energetic or control relationship between the dialects.

Age

Moment dialect learning is impacted by the age of the learner. Children, who as of now have strong proficiency aptitudes in their possess dialect, appear to be within the best position to secure a unused dialect effectively. Persuaded, more seasoned learners can be exceptionally fruitful too, but as a rule battle to attain native-speaker-equivalent elocution and sound. Inquire about found that age recognizes children and grown-ups in learning moment dialect in certain perspectives such as phonology, morphology, and sentence structure.

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