

PSYCHOLOGY OF LEARNING ENGLISH IN ADOLESCENTS*Umirova Navruza Mamasoliyevna**Teacher of Samarkand state university*[*umirovanavruz@gmail.com*](mailto:umirovanavruz@gmail.com)

Abstract. The article discusses the socio-psychological factors of learning English in adolescents. In order to cover the topic of the article, scientific research works of Russian and English scientists were effectively used.

Key words: english, language, teaching, learning, psychology, science.

Аннотация. В статье рассматриваются социально-психологические факторы изучения английского языка подростками. Для освещения темы статьи были эффективно использованы научные исследования российских и английских ученых.

Ключевые слова: английский язык, язык, преподавание, обучение, психология, наука.

Annotatsiya. Maqolada o'smirlarda ingliz tilini o'rganishning ijtimoiy-psixologik omillari muhokama qilinadi. Maqola mavzusini yoritishda rus va ingliz olimlarining ilmiy tadqiqot ishlaridan unumli foydalanildi.

Kalit so'zlar: ingliz tili, til, o'qitish, o'rganish, psixologiya, fan.

Due to the progressive development of society in recent years, there has been an increasing interest in a foreign language. The desire to study this subject is explained by many reasons. One of them is the desire to travel the world, enrich their knowledge in communication with representatives of different countries and cultures, and without knowledge of at least one foreign language, it is very difficult to do this. The most popular foreign language spoken by most of the world's population is English. Therefore, it is no coincidence that English is one of the most common languages studied at school. A teenager needs to know a lot and remember a lot, every year more and longer. Books, recordings, tape recorders, cards in libraries, computers help a teenager to remember, but the main thing is his own

memory. Without it, the normal functioning of the personality and its development is impossible.

The low academic performance of schoolchildren is always upsetting for both parents and teachers. Difficulties in assimilating a large amount of information are no less annoying. Increasingly, complaints about poor memory are being heard from all sides. Therefore, today, compliance with the laws of human memory is an effective basis for meaningful memorization. Memory is the basis of human abilities, is a condition for learning, acquiring knowledge, forming skills and abilities. Without memory, the normal functioning of neither the individual nor society is impossible. Thanks to his memory, its improvement, man stood out from the animal world and reached the heights at which he is now. And the further progress of mankind without the constant improvement of this higher mental function is unthinkable.

Memory can be defined as the ability to receive, store and reproduce life experiences. Various instincts, innate and acquired mechanisms of behavior are nothing but imprinted, inherited or acquired in the course of individual life experience. Without constant updating of such experience, living organisms would not be able to adapt to the current rapidly changing events in life. Without remembering what happened to him, the body simply would not be able to improve, since what he acquires would have nothing to compare it with, it would be irretrievably lost.

Memory can be defined as a mental, physiological and cultural process that performs the functions of memorizing, preserving and reproducing information in life. These functions are the main ones for memory. They differ not only in structure, initial data and results, but also in the fact that they are developed differently in different people.

The world is changing faster than we are able to notice, especially in the field of knowledge production and translation. The dissonance between the increase in

the amount of knowledge and the student's ability to process them requires an adequate response from the education system. Unfortunately, in the practice of school education, not enough attention is paid to the formation of adequate, rational methods and methods of memorization among schoolchildren. Without purposeful special work, memorization techniques develop spontaneously and often turn out to be not productive.

The problem concerning the formation and development of productive ways of memorizing information is one of the urgent problems of the XXI century, as well as the issues considered in this study are interesting for any person and are necessary for future young specialists of the education system.

Literature review.

The problem of difficulties in learning a foreign language has already been studied by some psychologists (Artemov V.A., Belyaev B.V., Zimmaya I.A., Klychnikova Z.I.) and methodologists (Bim I.L., Gez N.I., Lyakhovitsky M.V.).

The relevance of this study is determined by the fact that not always the desire of schoolchildren to speak and know the language coincides with their abilities to it. Language is easy for some, difficult for others. The difficulties that schoolchildren have when learning a foreign language (in this case English) at the middle stage of education will be discussed in this work. To achieve this goal, the following tasks were put forward:

1. Analyze the methodological and theoretical literature on the research topic.
2. To determine the psychological features of memorization in foreign language lessons.
3. To study the external individual features of the memory of adolescents when learning a foreign language.
4. To develop methodological recommendations that contribute to the successful assimilation of a foreign language.

Speaking about the difficulties of teaching a foreign language, it is impossible not to consider the concept of language. I.A. Zimnaya offers the following definition of language: language is "a complex systemic level education through which a person's conceptual (verbal) thinking is formed and the development of all his higher mental functions is mediated and which is the main means of human communication."

According to V. Humboldt, language is "the soul of a nation, its entire "national" character is imprinted in it. Being a socio-historical product, the language thereby carries out communication between different generations speaking this language. Language is the most living, the most abundant and strong bond connecting the obsolete, living and future generations of the people into one great, historical living whole.

"Foreign language as an academic discipline is very different from other subjects of the school curriculum, and thus, obviously, students have some difficulties in studying this subject, which will be discussed below.

According to the definition of I.A. Zimnaya: "A foreign language as any language system is a socio-historical product, which reflects the history of the people, their culture, the system of social relations, traditions, etc. The language exists, lives and develops in the public consciousness, in the consciousness of the people who speak it. It also has the power to enslave and unite peoples, by itself giving a unified national character to human communities even when they are heterogeneous in origin."

1. A foreign language is characterized by a number of distinctive features from its native language. It differs in:
 2. - the direction of the path of mastery, as noted by L. S. Vygotsky;
 3. - the density of communication;
 4. - the inclusion of language in the subject-communicative activity of a person;

5. - the set of functions implemented by it;

6. - correlation with the sensitive period of the child's speech development, i.e. the period of the greatest sensitivity to language acquisition (from 2 to 5 years). Let's consider the specifics of a foreign language for each of the points highlighted above.

"Describing the directions of the path of mastering native and foreign languages, L.S. Vygotsky defined this path for the native language as "bottom-up", whereas for a foreign language the path is "top-down". "We can say that the acquisition of a foreign language goes the opposite way to the development of the native language. A child learns his native language unconsciously and unintentionally, and a foreign language - starting with awareness and intention"

With the change in the direction of mastering a foreign language, the density of communication also changes. Thus, the density of communication of a child with children and adults around him in his native language is incomparably higher than in a foreign language in school.

An equally significant distinguishing feature of mastering and proficiency in a foreign language is its one-sided "inclusion" only in communicative, and not in pre-met-communicative activity. "At school, the child only communicates with the help of language, not using it in his direct subject activity. This leads to the fact that, for example, a word of a foreign language lives in the language consciousness of a child only in its abstract-logical, conceptual side. The objects designated by the word of a foreign language are devoid of the characteristics of smell, color, shape, size. This can serve as one of the reasons for the fragility of preserving a foreign word in memory, difficulties in updating it."

References.

1. Zimnaya I.A. Psychological aspects of teaching speaking in a foreign language, M.; 1985.

2. Zimnaya I.A. Psychology of teaching a foreign language at school. M.; Enlightenment, 1991.
3. Klychnikova Z.I. Psychological features of teaching reading in a foreign language, M.; 1983.
4. Methods of teaching foreign languages, edited by N.I. Gez, M.V. Lyakhovitsky, M.; Higher School, 1982.
5. Зияева М. Ф. Важность инновационных педагогических технологий в совершенствовании образования //Science and Education. – 2022. – Т. 3. – №. 3. – С. 700-704.
6. Ziyayeva M. Innovative teaching methods of the russian language //MODERN SCIENTIFIC RESEARCH. – 2019. – Т. 46.
7. Ziyayeva M. F. Teaching a foreign language using computer technologies //SCIENCE AND WORLD. – 2013. – Т. 46.
8. Зияева М. Ф. ШАХС МАЪНАВИЙ КАМОЛОТИДА ТИЛШУНОСЛИКНИНГ ТУТГАН ЎРНИ //Academic research in educational sciences. – 2022. – Т. 3. – №. 2. – С. 555-559.
9. Рашидова Ф. Ш. Современные тенденции привлечения иностранных инвестиций в сферу малого бизнеса и частного предпринимательства в республике Узбекистан (зарубежный опыт на примере стран ЕС) //Общественные науки в современном мире: политология, социология, философия, история. – 2017. – С. 16-23.
10. Рашидова Ф. Ш. Узбекистан-Южная Корея: Перспективы Развития Двусторонних Отношений В Историческом Контексте //Научный Вестник Scientific Reports. – С. 24.
11. Rashidova F. S. Uzbekistan-China is on the way of strengthening bilateral relations //Theoretical & Applied Science. – 2017. – №. 12. – С. 80-86.