



**PSYCHOLINGUISTIC BASIS OF LEARNING RUSSIAN AND ENGLISH
LANGUAGES**

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ABSTRACT

Psycholinguistic foundations of Russian and English language learning and factors affecting successful foreign language learning are considered. Their interdependence affects the process of learning a foreign language. Methodological and psychological aspects of learning a foreign language are discussed in the article.

Key words

Foreign language, factor, motivation, ability, obstacle, Russian language, English language, psycholinguistics.

АННОТАЦИЯ

Рассмотрены психолингвистические основы изучения русского и английского языков и факторы, влияющие на успешное изучение иностранного языка. Их взаимозависимость влияет на процесс изучения иностранного языка. В статье рассматриваются методологические и психологические аспекты изучения иностранного языка.

Ключевые слова

Иностранный язык, фактор, мотивация, способность, препятствие, русский язык, английский язык, психолингвистика.

INTRODUCTION

Just as everything in nature and society has its own history of occurrence and development, the sciences that study them also have their own history. Psycholinguistics, which has its rightful place in the system of sciences, is no exception. Likewise, psycholinguistics has its own history of emergence and development. Therefore, it is natural to ask when this science first appeared. Before answering this question, it is necessary to clarify the problem of what kind of science psycholinguistics is and what it studies. Linguistic activity, on the one hand, is the object of study of linguistics, and on the other hand, it is considered the subject of investigation of psychology. So, there is a point of intersection between



linguistics and psychology. The point of intersection between the two disciplines is considered the object of study of psycholinguistics. Psycholinguistics is a branch of linguistics that studies the speech activity from the point of view of the interaction between the content of the speech act and the speaker's intention. This field, which arose as a synthesis of psychology and linguistics, studies issues such as speech reception, language acquisition (child's beginning to speak, bilingualism). So, since psycholinguistics is a field of linguistics that studies "human speech activity from the point of view of the interaction between the content of the speech act and the speaker's goal-intention", the first views on this matter were born in ancient Indian linguistics.

In modern conditions, the issues of learning Russian and English are becoming more and more important. These languages are international, serve as the leading means of intercultural and interlinguistic communication, serve as a means of building a global identity, and are the most studied foreign languages in the world. In such conditions, it is not surprising that Russian and English are mandatory for studying at school, college, and university. At the same time, it has been repeatedly noted that many people learn Russian and English, but only a few know it well. Despite the fact that the importance of good language teaching in modern conditions is recognized by everyone, a person with a non-linguistic education and a good knowledge of English is not a very common phenomenon in our country.

MAIN PART

In modern pedagogical practice, foreign language teachers often face a situation where a person who has successfully learned a foreign language falls into a situation of social interaction in this language at home or in professional activities. At the same time, he can cope well with it if he is modeled by the teacher in the classroom. In real communication, the language barrier prevents him from realizing his linguistic knowledge, skills and abilities. Educators and linguistic psychologists agree that language barriers often prevent adults from successfully acquiring a foreign language, and they can be internal or external. External obstacles are objective and appear in front of a person regardless of his will. For example, he can't choose a suitable teaching method that meets his goals, or he can't find a suitable teacher. Certain organizational actions are required to eliminate them. Internal obstacles are subjective, they are more difficult to overcome because they are created in ourselves and their roots can be very deep in your subconscious.

At present, active methodical research is being carried out in linguo-didactics for effective methods of mastering the English language. In addition, the concept of "effective way" includes the concept of "fast way", because the accelerating pace of life in the 21st century does not allow a person to study English methodically for several years, it is possible they believe in a non-existent result. in the future.



Modern man needs immediate results, already on the way. On the road, the result is understood, of course, not fluency, but at least speaking in English on everyday topics in the simplest situations of social interaction. The same didactic methods and techniques can be effective in one situation and ineffective in another. Considering all this, it seems that only a didactic understanding of the problem of learning English is not enough. It is necessary to pay more attention to the factors that affect this process, but lie outside of language didactics. The most important of them is psychological, and in this article we will show their connection with purely methodological aspects.

Among the main psychological aspects of learning English and Russian, the following are the most important: motivation and interest in language learning; language learning ability; the ratio of language and speech in learning; language barrier. Motivation is the main factor in language learning. As in any activity, if a person does not want to do something or does it with effort, he cannot achieve a high result. The result in language learning can only bring motivation to achieve success. Motivation to avoid failure can be a one-off. For example, a student is afraid of failing an exam with a demanding English teacher. It will pass the test, maybe not badly, but such local success will not have long-term effects. The point is that it is necessary to gradually form and develop foreign language skills, and then to maintain them throughout life, of course, this cannot be done by force. Demand in the labor market is an important motivating factor for people learning English. Indeed, in the context of the globalization of the economy, there is an increase in trade and business relations between countries. This determines the rapid development of international firms throughout the world, including in Russia. They are actively developing their business, expanding, opening new departments and offices, thereby creating new jobs. Working in such firms, as a rule, is more promising for the specialist both financially and career wise. At the same time, it imposes more requirements, among which, in addition to the basic qualifications, there is also knowledge of the English language. Knowledge of the English language of employees is an important factor of the company's economic competitiveness, that is, it is a part of its intellectual capital. In this regard, when learning the language, there should be an attitude that the English language itself works only as a means of receiving and transmitting information. If a person is interested in the information he is working with (i.e., English language materials), he will also be interested in the process of learning English. Here, the psychological component is closely related to the most important methodological component, that is, the content of teaching English, which should be selected in accordance with the interests and age characteristics of students in order to maintain a high level of motivation. Despite the obviousness of the above arguments, many people who



have started to learn English well still do not follow it. Why do they lose motivation? The fact is that English, unlike, for example, mastering a computer system or learning to drive a car, requires constant and systematic practice, and many people are not ready for this. Often, some circumstances prevent it from doing so, and it becomes a convenient reason, an excuse. This requires certain voluntary actions that have not been taken into account. Another feature of English as a skill is that it seems unnecessary in everyday life. Indeed, if all the information is in Russian, if you are in the environment of your native language and feel comfortable in it, you need strong willpower to create an artificial foreign language environment for yourself. On the other hand, many people learned English without going to countries where it is the official language, and it cannot be said that they have some superpowers.

Abilities are called characteristics of a person with psychological characteristics that determine the success of acquiring knowledge, skills and abilities, but they themselves are not reduced to their existence. When learning English, it is necessary to talk about linguistic knowledge and speech skills in four types of speech activity: speaking, listening, writing, reading. Psychology denies that abilities are similar to knowledge, skills and habits, and at the same time emphasizes their unity. Activity is necessary for the manifestation of abilities, which, in turn, cannot be carried out without abilities. In the process of learning English, it can be clear whether a person has abilities or not. English language skills, as well as other areas of human activity, are interrelated with interest and motivation. The better a person does something, the more interesting it becomes, because he learns more and more new things and feels the practical benefit of the acquired skills. In the modern world, practical benefit is one of the main factors of motivation, and motivation grows due to the desire to achieve better and better results, a person understands that he is achieving a lot with relatively little effort. On the other hand, if the motivation to learn English does not come primarily from the language itself, but depends on some other external factors, it can develop language skills primarily through regular and conscious practice. Often, teachers say that there are no people who do not know English in order to increase the motivation of students, because if a person speaks Russian, it means that everything is fine in the brain processes responsible for speech, so of course he can also speak English .

Ability to master English is an objective advantage, this advantage must be developed through constant practice, otherwise it will level off. Constant practice is the key to success from a purely methodological point of view. In fact, all the rules of English and Russian grammar can be said in an hour. It is possible to learn a few thousand words in a very short time, if you clearly set such a task for yourself, but



it is not only to learn the language material once, but also to never forget it, and this is the most difficult thing. Even English language experts will admit to feeling a little insecure, like an out-of-shape athlete, if they haven't practiced for a month or two. The principle "we only know what we remember" is more suitable for learning a foreign language than for other areas of human activity. Lack of ability is often used as an excuse for a person not wanting to learn English. In the early stages of learning this language, the level of objectively low complexity, for example, unlike the more complex Eastern languages, almost anyone can learn it at one level or another. allows to emphasize that he can master. It should be noted that the search for the most effective methods and approaches in teaching English should be aimed at people of average ability. In the process of learning, it is necessary to ensure the development of these abilities, because one of the goals of learning is development. A person who knows a foreign language, as a rule, easily acquires it using any method, the other thing is that the low quality of teaching (both the method and the work of the teacher himself) kills interest in the language and makes it can reduce motivation to master it.

CONCLUSION

In conclusion, it should be said that teaching a modern language is aimed at forming a more cultured person, who has the skills of self-analysis and systematization of new knowledge. Innovative methods are an integral part of the modernization of the entire system. This ensures that teachers can familiarize themselves with the most advanced approaches and then integrate them and use them in their work to achieve significant growth in the education system. Many organizations are moving to a new level by using multimedia capabilities to send and receive information. The use of computers and other devices determines the success of the entire educational process. Sufficient attention should be paid to the formation of speech skills and the development of social flexibility in training sessions. In addition, the success of each lesson in education largely depends on the correct organization of the training. The lesson should be based on the creative cooperation of the teacher and the student. Only then will students be able to think independently and will be educated.

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