



## PSYCHOLOGICAL CHARACTERISTICS OF ADOLESCENTS IN FOREIGN LANGUAGE TEACHING

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Article history:	Abstract:
<b>Received:</b> 3 <sup>rd</sup> January 2022	Language learning is one of the most important areas of human society. Language, which is a means of communication, can be practiced in the natural environment, that is, in the family, in the community, or in an organized way, that is, in the classroom. Especially today, learning a foreign language has become one of the most important issues. But there are also age-related barriers to learning or teaching a language. In this article, the author discusses the same aspects of foreign language teaching and provides detailed information on adolescent psychology in the process.
<b>Accepted:</b> 2 <sup>nd</sup> February 2022	
<b>Published:</b> 8 <sup>th</sup> March 2022	

**Keywords:** Foreign language, adolescent, psychology, second language, curriculum, polyglot, world languages, English, etc.

Knowledge of linguistic phenomena is studied theoretically. In today's world of international relations, language skills, especially multilingualism, are becoming increasingly important. Most current students and alumni usually learn three languages. In the theory of education, these languages are called by special names: mother tongue, second foreign language and foreign language. The mother tongue is the first language that plays a special role in the formation of thinking. The mother tongue, the second foreign language, and the word studied in a foreign language are three in number, but the concept formed in their expression is unique: "Flour products are dough baked in the oven or baked in the oven." The learner connects the concepts formed in his / her own language with the words of the other language being studied. When it comes to the second language, it is considered the language of the brothers and sisters of other nationalities. It is well-known that language is an invaluable tool in human society, where people get to know each other, respect each other and make friends. The concept of a second language is not unfamiliar to those who study in other languages in secondary and higher education. A foreign language is the language of a foreign country. Western European languages (English, German, French, Spanish) and Eastern languages (Arabic, Turkish, Chinese, Urdu, Japanese, Persian) are taught in our country and are included in the curriculum.

The process of teaching three languages is different: first, thinking is formed in the mother tongue, and learning other languages is associated with a sense of their phonetic, lexical, and grammatical features; second, the learning process begins with the mother tongue, followed by a second language and then a foreign language; third, the mother tongue and the second language are learned in a natural state, and the foreign language is learned in an artificial environment. From the above discussion, it is clear that teaching a foreign language between the three languages differs sharply in certain aspects. This, in turn, requires the use of appropriate foreign language teaching technology. Foreign language teaching methods are known and popular by four names. These are translation, accurate, mixed, and comparative methods.

When it comes to the peculiarities of learning a foreign language at a young age, we need to teach foreign languages perfectly in order to prepare young people to become full-fledged professionals. Today, our demand for foreign languages is growing day by day. Knowledge of a foreign language is required for any profession. For, as our ancestors said, "A man who knows the language knows." We study the history of any language first. At the same time, of course, we are interested in which country this language is the mother tongue and the customs and various holidays of this country. This interest will increase our desire to learn the language. Nowadays, everyone knows at least 2 foreign languages. And this is a great contribution to the development of our country. Our President is doing a lot to make our young generation better professionals than us. First of all, English language classes are held 3 times a week in all secondary schools, starting from primary school, with the aim of increasing the interest of the younger generation in the language. The teaching method in the primary grades also consists of unusual methods. That is, a variety of games, fun exercises and other methods. This requires a high level of pedagogical skills from teachers. We can't start our grammar lessons in elementary school. Because grammar makes it difficult for elementary school students to learn a language, and they face a variety of challenges. We need to be the first in elementary school to teach a variety of new words using simple fun pictures. Then we have to slowly teach grammar by explaining different rules. Of course, learning and teaching a language is not an easy task. We must first build students' self-confidence. We need to support them in their difficult learning of the language and help them achieve their goals. At present, various training courses

are open in our country. It helps to increase children's knowledge. The most important factor for success in learning any foreign language is the ability and desire. You don't have to be afraid of talent because everyone has it.

In 2006, American scientist Richard Sparks, with his research, proved that the idea that language learning requires some universal innate talent is unfounded. Now as for the desire. The wise saying, "Desire is a thousand possibilities, and unwillingness is a thousand excuses," is well-known. Find out one thing: do you want to learn a language or not? will definitely help. Work according to the rule according to the age of your student. Nowadays, experts have found a very effective way to learn new words. You memorize 30 words a day, 5 of which should be verbs. Every day you sort the words in the dictionary alphabetically. For example, if today the first thirty words in the letter "A" are selected, tomorrow 30 words in the letter "B" will be selected. The next thirty words of the letter "A" are memorized again. This habit develops gradually over time and becomes easier to memorize. For this method to work, memorize the words every day, not on the weekends at all! One of the easiest ways to learn a language is to learn a variety of poems and songs. One of the most enjoyable and effective ways is to study foreign poems and songs with their translations. There are many people who have learned English in three months using this method. Linguists say this approach is especially effective when the learner is translating poems and songs. The usual way to learn a foreign language is to memorize words and phrases, and then learn grammar. For example, children who are surrounded by other language peers can easily learn a foreign language. The environment is very important in this. Corrects grammatically correct sentences. Because they are always in the process of learning a language. This makes it easier for them to feel the language. It is impossible to learn any foreign language only in theory and in practice. Also pay attention to practical exercises. Watch movies, read a variety of books and newspapers, and chat online with your English-speaking friends.

In adolescence, the physical, emotional, and cognitive changes of the pre-teenager and teenager bring on mounting defensive inhibitions to protect a fragile ego, to ward off ideas, experiences, and feelings that threaten to dismantle the organization of values and beliefs on which appraisals or self-esteem have been bound. It is clear that age (or age-related factors) is a major variable in the acquisition of a second language for school. In the early stages of acquisition, older students are faster and more efficient than younger students. Older students have the advantage of cognitive development in their first language to assist them with acquiring school skills in the second language. This early advantage diminishes after the first year for adults, but remains for older children and adolescents for continuing development of their second language skills. Several methods are currently offered to students studying English. One of them is the fundamental method. It requires at least 2-3 years of study, in-depth study of grammar. This method is mainly used in the training of professional translators. Based on it, language is studied as a real and complete means of communication. At present, the fundamental method has not changed its purpose, but many other methods have entered the field of competition with the fundamental method. The most important thing in the learning process is how accurate the content of the transmitted information is.

Adolescents past puberty are likely to retain an accent in the second language. Otherwise, they are capable of developing complete second language proficiency. When schooled only in the second language, students in the 8-12 age range on arrival may be the most advantaged acquirers of school skills in the second language, since they have some first language skills to transfer and they still have time to make up the years of academic instruction lost while acquiring basic second language skills and beginning to acquire school skills in the second language. Even though adolescents can acquire second language school skills at a fast pace, they have less time to make up lost years of academic instruction easily. It is important to note that the effect of age diminishes over time as the acquirer becomes more proficient in the second language. Differences are generally found through the first five years after arrival. It takes language minority students in any type of program a minimum of four years to reach native speakers' level of school language proficiency and may take as many as eight or more years, depending on age on arrival and type of school program, as well as sociocultural factors and the individual characteristics of each second language acquirer.

For years, common experience and studies have prescribed that humans learn best in their earliest years of life – when the brain is developing at its fastest. Recently, though, research has suggested that the period of optimal learning extends well into adolescence. The flurry of new findings may force a total rethinking of how educators and parents nurture this vulnerable age group, turning moments of frustration into previously unseen opportunities for learning and academic excitement. New evidence shows that the window for formative brain development continues into the onset of puberty, between ages 9 and 13, and likely through the teenage years, according to Ronald Dahl, professor of community health and human development at the University of California, Berkeley. Dahl spoke at a recent Education Writers Association seminar on motivation and engagement. Adolescence is a tornado of change: Not only is it the period of fastest physical change in life – aside from infancy – but also newfound drives, motivations, and feelings of sexuality are amplified. There are profound shifts to metabolisms and sleeping cycles, as well as social roles – especially in the context of schools. During these years, motivation is propelled not by a tangible goal to work toward, but by a feeling of wanting and thirst. Within the tumult of pre-teens or teens is an opportunity to enhance their desire and interest to learn.

Many scholars believe that you should start teaching English before the age of 3. According to recent research, it is at this age that the development of brain cells is completed by 70-80%. It turns out that if a parent speaks two languages to a child from birth, he will quickly speak two languages, if - three, your future genius knows three languages. The period when a child's brain is growing is the most productive period for a child to learn. As a result, scientists have come to the conclusion that if you do not teach a child a foreign language by the age of 9, in the future the brain mechanisms of speech will be less flexible and it will be very difficult for the child to learn English.

During adolescence, theoretical thinking becomes more important. Because students in this age group try to understand the content of the connections in the world at a high level. During this time, the teenager's interest in learning progresses. The acquisition of scientific theoretical knowledge leads to the development of thinking. As a result, they develop the ability to think with evidence. It has the ability to draw deductive conclusions. The development of speech during adolescence is due, on the one hand, to an increase in vocabulary and, on the other hand, to the fact that things in nature and society understand the essence of events and phenomena. It was during this period that the adolescent began to realize that language could not only reflect the world around him, but also to define the human worldview. rules - "how to write correctly?", "how to say better?" such questions are very interesting. teens are schoolteachers. adult parents are quick to point out shortcomings in the speech of book, newspaper, radio, and television announcers. While this teaches a teenager to control his speech on the one hand, on the other hand, adults also know that the rules of speech can be violated, and to eliminate some of the mistakes that he has. The origins of teen words are deeply rooted in history, their precise meaning and significance. He is no longer a child in his own right, but tries to choose words from older people. A teenage teacher must be a role model in mastering the culture of speech. School education is a key factor in the qualitative change in the development of adolescent learning processes. Speech is not only a powerful tool in the development of cognitive processes, but also in the presence of writing. Proper organization and implementation of the learning process in the school creates the conditions for the proper development of adolescent speech.

During adolescence, reading and writing monologues develop rapidly. From 5th grade to 9th grade, reading rises from the level of being accurate, fast, and expressive, to the level of memorizing, expressive, and effective. Monologic speech, on the other hand, varies from retelling a small piece of work to preparing speeches and speeches independently, giving oral reasoning, expressing opinions, and justifying them. With the improvement of written speech, teenagers can now write independently on a free topic given to them, and teenagers' speech is carried out in a state of complete thinking. Students in grades 5-6 will be able to create and follow a plan for oral and written text. U.S.A. researchers have found that people who speak more than one language have been asked to understand words and have had their tomographs taken. The results showed that such people were able to identify similar words better than those who spoke only one language. This ability blocks various distractions and helps you focus on a single task. A 2007 study by the American Council on Foreign Language Teaching found that children learning foreign languages spend more time on math in their school curriculum than students who do not learn foreign languages at all. found to show better results. Not surprisingly, learning the basics of another language triggers logical thinking.

In the past decade, neuroscientists have been able to identify what makes the adolescent brain so geared for the kind of inquiry that can pay dividends in the classroom. As children enter adolescence, some developing neural systems have already stabilized, Dahl said. But puberty creates a whole new set of elastic neural systems that, when interacting with the already stabilized systems, offers unique windows of opportunity for engagement and experiencing the world around them in multiple ways.

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