



## PSYCHOLOGICAL PRINCIPLES OF TEACHING ENGLISH

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### ANNOTATION

This article discusses the basic principles of using integrated language skills in teaching English. When we integrate things, they interact or work together to be more effective. An integrated system increases the level of usefulness by bringing different ideas together in one way.

It is clear that language learning skills also need to be taught in a related way to improve the communication process. Obviously, it usually requires the separation of language parts, and this is divided into separate reading, writing, literature, and communication courses. These four skills, how to conduct listening, speaking, reading activities, determine their effectiveness.

**Keywords:** basic principles, to nurture, a defender, conscious, approach.

### INTRODUCTION

Students should gain the knowledge and abilities that will help them acquire the required skills to survive in an academic context, to continue their education throughout their lives, and to prepare themselves for the professional life in order to achieve success in academic life. One of the talents that should be developed during a student's academic career is the capacity to study well so that they can form strong study habits that they can carry with them beyond graduation [1,3].

To develop language habits and skills in a desirable direction and result in the mastery of a foreign language, language practice must be supported by theory.



Theory can aid in the formation of new concepts because learning a new language is linked to the learner's acquisition of new ideas. A significant amount of translation-interpretation is one method. The majority of methodologists and teachers, however, do not endorse this teaching strategy because students learn more about a language concept than is necessary for actual application. Good learning practices that can continue to use after graduation.

Furthermore, since communication is a process, it is insufficient for students to simply have knowledge of target language forms, meanings, and functions. Students must be able to apply this knowledge in negotiating meaning. It is through the interaction between speaker and listener (or reader and writer) that meaning becomes clear [1,5]. The listener gives the speaker feedback as to whether or not he understands what the speaker has said. In this way, the speaker can revise what he has said and try to communicate his intended meaning again, if necessary.

Uzbek-speaking pupils and Russian-speaking pupils have different troubles in learning English. The teacher either helps pupils to make a transfer, for instance, from Uzbek into English (little explanation, if any and few exercises are needed in this case), or he gives pupils the necessary explanation and supplies them with exercises, which pupils perform within the target language, without stressing the difference by translation exercises; the latter work rather at comprehension than at forming new habits and skills.

Language skills:

- To achieve absolute effectiveness, one must have excellence in all language skills: reading, writing, listening, oral communication as well as thinking.
- The role of additional language skills is also important in shaping language skills.
- Additional language skills are...? Why are they important and when are they used?
- When using language, people also resort to a number of additional language skills.
- Additional skills are selected based on assignments.

The above definition examines exactly what is meant by the theoretical and research foundations through the combined approach of listening, speaking,



reading and writing activities in the classroom. Now, on the topic of "What is integration?" The question is "Why unite yourself?" will change to. In Psycholinguistics: The Cognitive View of Language, Helen and Charles Cairns explain the stages of linguistic development by uttering nonsense words, one-word sentences, two-word sentences, now evolving grammar, almost from adult grammar to full proficiency. They again generalize language development to the general field of psycho-ethical knowledge development. However, it does not base its emphasis on the theory of oral language learning.

## **MATERIALS AND METHODS**

The development of habits and skills in a foreign language must be discussed in relation to the examination of the concept of conscious instruction. The nature of any linguistic habit and skill is incredibly intricate, and it is strongly related to the students' conscious behavior.

A skill could be described as an efficient structuring of activity that produces the desired outcome. J.Jalolov makes a distinction between two categories of skills. He refers to them as basic skills. His methods, which are well known to support the conscious manner of teaching and learning a foreign language, suggest that the assimilation process might be explained as follows: [6-17].

- 1) Primary skills supported and directed by theory, i. e., the learner is told what to do or how to do it, he is conscious of the action he is to perform;
- 2) Habits, i. e., the learner perform the action until it becomes habitual and do not require further attendance;
- 3) Secondary skills imply the use of the material in the act of communication. For this purpose, it is necessary to acquire the ability to establish direct associations between concepts and their means of expression in the second language. Indeed, when a pupil begins to learn a foreign language the words of this language are often associated with the words of the mother tongue first.

The principle of conscious approach to language learning implies comprehension of a linguistic phenomenon of language material by the pupil usually through the medium of the native language, or the arrangement of the material in sentence patterns graded in difficulties with the emphasis on some elements which are singled out as "teaching points".



In all cases, pupils understand both the form and the content of the material they are to learn, and they are aware of how they should treat the material while performing various exercises, which aim at developing habits and skills in using it. Such an approach to language learning usually contrasts with “mechanical” learning through the repetitive drill. A great deal of the research work has been carried out in psychology and methodic, and it has been proved that conscious approach to learning a foreign language promotes the acquisition of the subject. V.A. Artemov, a prominent psychologist, puts forward a theory of the unity of the language rule and the speech activity (language behaviour) in foreign language teaching [18-27]. J. Jalolov, whose contribution to foreign language teaching is considerable, insists on a similar conscious approach to foreign language teaching as do B. Artemov.

In connection with the analysis of the principle of conscious teaching, it is necessary to dwell upon the forming of habits and skills in a foreign language.

## DISCUSSION

Russian scientist Galperin P. claims, as to the approach to the problem and distinguishes the following stages in teaching a foreign language the pupils should pass through:

- 1) the singling out of the structural signals or the “orienting points” of a foreign language phenomenon being assimilated, followed by their cognition;
- 2) the mastering of these “orienting points” by performing operations with the material under study, following a model;
- 3) the performing of operations with the material under study without any “props”
- 4) the using of the given phenomenon in communication in connection with a set task. The principle of conscious approach to language learning implies comprehension of a linguistic phenomenon of language material by the pupil usually through the medium of the native language, or the arrangement of the material in sentence patterns graded in difficulties with the emphasis on some elements which are singled out as “teaching points”. In all cases, pupils



understand both the form and the content of the material they are to learn, and they are aware of how they should treat the material while performing various exercises, which aim at developing habits and skills in using it. Such an approach to language learning usually contrasts with “mechanical” learning through the repetitive drill. A great deal of the research work has been carried out in psychology and methodic, and it has been proved that conscious approach to learning a foreign language promotes the acquisition of the subject. V.A. Artemov, a prominent psychologist, puts forward a theory of the unity of the language rule and the speech activity (language behavior) in foreign language teaching. J. Jalolov, whose contribution to foreign language teaching is considerable, insists on a similar conscious approach to foreign language teaching as do B. Artemov [24-29].

One of the basic assumptions of the Communicative Approach is that students will be more motivated to study a foreign language since they will feel they are learning to do something useful with the language the study.

Also, teachers give students an opportunity to express their individuality by having them share their ideas and opinions on a regular basis. This helps students “to integrate the foreign language with their own personality and thus to feel more emotionally secure with it.”

Language functions are emphasized over forms. Typically, although not always, a functional syllabus is used. A variety of forms are introduced for each function. Only the simpler forms would be presented at first, but as students get more proficient in the target language, the functions are reintroduced and more complex forms are learned. Thus, for example, in learning to make request, beginning students might practice “Would you...?” and “Could you...?” Highly proficient students might learn “I wonder if you would mind...?”

Students practice language at the discourse or suprasentential level. They gain knowledge of coherence and cohesion. Due to the beginning adverbial phrase “In the end,” the students in our session realized that the second line of the scrambled order was the last sentence of the original sports column. This sentence is connected and organized to the previous sentences by the adverbial phrase. The first words of the jumbled order's lack of coherence, which appeared unconnected in any meaningful sense, was also noted by the pupils.



Students work on all four skills from the beginning. Just as oral communication is seen to take place through negotiation between speaker and listener, so too meaning through to be derived from the written word through an interaction between the reader and writer. The writer isn't present to receive immediate feedback from the reader, of course, but the reader tries to understand the writer's intentions and the writer writes with the reader's perspective in mind. Meaning does not, therefore, reside exclusively in the text, but rather arises through negotiation between the reader and writer.

Most of young learners are unable to read and write in target language for the first time. These mentioned things help them learn easily [27-31].

Let's look thorough same activities, which are helpful in teaching English by using integrated skills:

Look and Say

Look and Say is an effective reading strategy which used by teacher for primary learners. In this activity teacher uses some cards and by showing them teaches how to read correctly in target language. On the other hand words and phrases are written on the cards. In order not to confuse there are should be written only one word in one card, not a sentence.

For example:

an apple

our school

my mother

Teacher shows the card and says it with attention. Pupils are asked to repeat after him/her. Four or at least five new words are enough for one lesson. Besides reading correctly the new word on card they have a chance to learn it faster after repetition. By using cards teacher may organize other beneficial activities too, such as matching words and pictures. In this game teacher needs two cards. There are will be words on the first card and pictures on the second card. Teacher shows them to pupils and they are asked to match words with pictures. Because of game and interest young learners try to do exercise very well. In order to recognize new word learners need lots of practice. Teacher's task is to make easy and interesting lesson and avoid reading the same things, because young learners will lose their interest if they read the same things more than once. If words are



written on the coloured cards they can easily recall and save them in memory for a long time.

In order to consolidate learners' reading skill and vocabulary teacher plans variety activities such as finding word families(or lexical sets) of words. It would be better if teacher use words or phrases which are familiar for learners. In this activity teacher collects a number of words which belong to one word or family. For example: names of birds, clothes, toys, kinds of colours, etc.

In modern psychology activity is now generally considered to be a main characteristic of cognitive principle. Activity arises under certain conditions. According to the Sets Theory the learner should feel a need to learn the subject, and have necessary prerequisites created for the satisfaction of this need. The main sources of activity are motivation, desire and interest. [5] Young people in our country want to know foreign languages. However not all children can realize the necessity for learning of foreign language. The teacher's task is to show them how important a foreign language is to every educated person, how people can get new information from various fields of human activity through foreign languages. Besides, the teacher should promote his pupils' interest in studying the language and stimulate their desire to learn. The main sources of activity are motivation, desire and interest. As well as in order to master a foreign language pupils must have a lot of practice in listening, speaking, reading, and writing in the language they study.

Teacher autonomy is a precondition for learner autonomy. Learner autonomy can be described as the ability to take control of one's own learning in order to maximize its full potential. Methodology workshop for teachers, which incorporates elements of autonomy in their professional lives and enable them to realize the benefits of gradually introducing more learner autonomy into their classrooms.

Teachers who are relatively inexperienced often believe that a handful of exciting new games is what they really need to liven up their lessons. Even teachers who have been teaching other subjects for many years, such as, Russian, or Uzbek come to methodology workshops expecting to receive new ideas and new materials from the mass of ELT literature. But how effective are they?



Presenting ready-to-use instructional methods and resources appears to provide many immediate advantages. They are interesting to test out with a group of teachers, motivating, and they satisfy the teachers' perceived demands. The trainer is happy to have "delivered" the teachers what they requested when they leave the training session with a variety of new exercises. How many of those teachers will actually be able to recall the exercises clearly enough to feel comfortable using them with their students? What percentage of people will respond, "Well, that worked in a group of teachers, but what about my 10-year-old?" Many teachers may just put them away in a neat file marked "New Materials."

Introducing teachers to one or two new communicative activities will probably not have a significant impact on their teaching. More important, reinforcing teachers' expectations that their professional development depends on receiving new ideas and materials from outside sources does not encourage teachers to feel in control of their own professional development. The response to these problems, is to encourage more teacher autonomy and the activity using topics appropriate for teachers[2,5].

Here is the basic framework for the workshop:

1. Teachers try out the language activity. They comment on its advantages and the potential problems of using it with students.
2. Teachers brainstorm possible themes or grammar/vocabulary areas for which the activity could be used with students.
3. Each pair or group of teachers selects one theme or area to work with, and they adapt the activity for use with their students.
4. The completed work is passed around to other groups for comments, corrections, improvements, and praise.
5. The variations of the activity are displayed on the wall and/or copied for all participants.

Here is an example of an activity, which illustrates this procedure:

1. Each teacher receives a task sheet such as the one below. Their task is to walk around the class and ask question to fill in the blanks with the names of other people in the group:





## FIND SOMEONE WHO

- \_\_\_\_\_ Likes to sing English songs to her students.
- \_\_\_\_\_ Usually does a dictation at least once a week.
- \_\_\_\_\_ Sometimes uses video in her class.
- \_\_\_\_\_ Uses computers in her English lessons.
- \_\_\_\_\_ Gives homework in every lesson.
- \_\_\_\_\_ Is never late for class.
- \_\_\_\_\_ Talks about her lessons with another teacher.

2. After completing the activity and commenting on its advantages and disadvantages, teachers brainstorm different topics, which could be used for practice. They came up with the following ideas: grammar-past tense, future tense, present perfect, prepositions; themes – hobbies, animals/pets, food, summer holidays, New Year, language-learning habits.

3. Here is an example of a task-sheet prepared by teachers on the topic of New Year:

For these reasons, it is probably a good idea to explain the principles behind your choice of this process approach. For many teachers, the idea of designing their own materials seems impractical – it takes too much time! Adapting materials in the training session can show that it needn't take a lot of time. The teacher has certainly seemed surprised and pleased at the wealth of ideas that were produced in their groups. This approach can give teachers a much-needed boost to their confidence as well as being a positive and empowering experience of teacher autonomy. Let's hope it will also lead to more learner autonomy in the classroom. [1]

## CONCLUSION

We may come to the conclusion, the principle of activity in foreign language teaching is of utmost importance since learning a foreign language should result in mastering the target language which is process, and learner is involved in language activities throughout the whole course of instruction. the basic principles of using integrated language skills in teaching English. When we integrate things, they interact or work together to be more effective. An integrated system increases the level of usefulness by bringing different ideas together in one way.



It is clear that language learning skills also need to be taught in a related way to improve the communication process.

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