

PSYCHOLOGICAL ASPECTS OF TEACHING ENGLISH AT THE FIRST SCHOOL AGE

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Abstract. In this article, the factors influencing the successful learning of a foreign language are considered. The author shows their interdependence and influence on the process of learning a foreign language. The article discusses methodological and psychological aspects of learning a foreign language.

Key words: Foreign language, factor, motivation, ability, obstacle.

INTRODUCTION

In modern conditions, the issues of learning English are becoming more and more important. This language is international, serves as a leading means of intercultural and interlinguistic communication, serves as a means of forming a global identity, and is the most studied foreign language in the world. In such conditions, it is not surprising that English is mandatory for studying at school, college, and university.

At the same time, it has been repeatedly pointed out that many people learn English, but only a few are good at it. Despite the fact that the importance of good language teaching in modern conditions is recognized by everyone, a person with non-linguistic education who knows English well is not a very common phenomenon in our country.

METHODS AND LITERATURE REVIEW

At present, active methodical research is being carried out in linguodidactics 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 way, 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. [1]

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 are outside of linguodidactics. 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, the following are the most important: motivation and interest in learning the language; 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 by force, he will not 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 have no long-term impact. The fact 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 motivation factor for people learning English. [2]

RESULTS

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 representative offices, thereby creating new jobs. Working in such firms, as a rule, is more promising for a specialist both financially and career-wise. At the same time, it imposes more requirements, among which, in addition to the basic qualifications, is the 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. [3]

In this regard, when learning the language, at first there should be an attitude that the English language itself works only as a means of receiving and transmitting this or that information. If a person is interested in the information they are working with (i.e., English language materials), they 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 according to the interests and age characteristics of students in order to maintain a high level of motivation. [4]

ANALYSIS AND DISCUSSION

Despite the obviousness of the above arguments, many people who start learning English well still do not follow through. 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 most 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. In fact, if all the information is in Russian, if you are in the environment of your native language and feel comfortable in it, it takes strong willpower to create an artificial foreign language environment for yourself. On the other hand, many people have learned English without going to countries where it is the official language, and it cannot be said that they have some superpowers.

CONCLUSIONS

In the process of learning a foreign language, didactic and pedagogical aspects are closely related to each other, because in this process we teach or learn speech, communication and master the system of its implementation. Communication training cannot be effective if it is considered within the framework of a "dry" methodology. Psychological aspects of language teaching determine not only the goals and objectives of teaching, motivation, student interest, etc., but also, apparently, specific learning styles and approaches, so the importance of language teaching is neglected. can not be left. Psychological component in this educational process. Foreign language as an academic subject is very unique. It is not a science in itself, but all sciences and all areas of human knowledge are related to it, because there is no knowledge without language. That is why language learning has a great impact on the personal, general intellectual and general cultural development of a person, which once again emphasizes the important role of psychology in this process.

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