



Periods of development of psychology of foreign language teaching

Barnokhon TOSHBOYEVA¹

Andijan Branch of Kokand University

ARTICLE INFO

Article history:

Received February 2024
Received in revised form
15 February 2024
Accepted 15 March 2024
Available online
25 April 2024

Keywords:

linguistic,
foreign languages,
multilingual communication,
psychology of language
teaching,
educational psychology,
motivation development,
sociocultural experience,
cognitive styles,
understanding,
memorization sensory
perception.

ABSTRACT

This article examines the psychology of teaching foreign languages as a separate area within educational psychology. The importance of effective multilingual communication in the modern world is noted. It is emphasized that the psychology of teaching foreign languages has a rich history and theoretical basis. The article's author identifies a gap in existing research associated with the lack of periodization of the development of the psychology of teaching foreign languages. The article proposes a periodization of this field, based on an analysis of historical and psychological research, as well as modern trends. The study will allow us to better understand how the psychology of teaching foreign languages has developed and what its state is today.

2181-1415/© 2024 in Science LLC.

DOI: <https://doi.org/10.47689/2181-1415-vol5-iss2-pp146-150>

This is an open access article under the Attribution 4.0 International (CC BY 4.0) license (<https://creativecommons.org/licenses/by/4.0/deed.ru>)

Chet tillarni o'qitish psixologiyasining rivojlanish davrlari

ANNOTATSIYA

Kalit so'zlar:

lingvistik,
chet tillari,
ko'p tilli aloqa,
til o'qitish psixologiyasi,
pedagogik psixologiya,
motivatsiyani rivojlantirish,
ijtimoiy-madaniy tajriba,
kognitiv uslublar,
tushunish,
yodlash hissiy idrok.

Ushbu maqolada chet tillarini o'qitish psixologiyasi ta'lim psixologiyasining alohida sohasi sifatida ko'rib chiqiladi. Zamonaviy dunyoda samarali ko'p tilli muloqotning ahamiyati qayd etilgan. Chet tillarni o'qitish psixologiyasi boy tarix va nazariy asosga ega ekanligi ta'kidlanadi. Maqola muallifi chet tillarini o'qitish psixologiyasini rivojlantirish davriyligi yo'qligi bilan bog'liq mavjud tadqiqotlardagi bo'shliqni aniqlaydi. Maqolada tarixiy va psixologik tadqiqotlar, shuningdek, zamonaviy tendentsiyalarni tahlil qilish asosida ushbu sohani davrlashtirish taklif etiladi. Tadqiqot chet tillarini o'qitish psixologiyasi qanday rivojlanganligi va bugungi kundagi holatini yaxshiroq tushunish imkonini beradi.

¹ Associated Professor, Andijan Branch of Kokand University. E-mail: btoshboeva@mail.ru

Периоды развития психологии преподавания иностранного языка

АННОТАЦИЯ

Ключевые слова:

лингвистика,
иностранные языки,
полиязычное общение,
психология преподавания
языка,
психология образования,
развитие мотивации,
социокультурный опыт,
стили познания,
понимание,
запоминание,
сенсорное восприятие.

В данной статье рассматривается психология преподавания иностранных языков как отдельное направление психологии образования. Отмечается важность эффективного многоязычного общения в современном мире. Подчеркивается, что психология обучения иностранным языкам имеет богатую историю и теоретическую основу. Автор статьи выявляет пробел в существующих исследованиях, связанный с отсутствием периодизации развития психологии обучения иностранным языкам. В статье предлагается периодизация данной области, основанная на анализе историко-психологических исследований, а также современных тенденций. Исследование позволит нам лучше понять, как развивалась психология преподавания иностранных языков и каково ее состояние сегодня.

INTRODUCTION

Nowadays, effective multilingual communication is especially important for integration processes in the modern world. Innovative ways of teaching foreign languages and novel approaches to learning themselves help shape a person's linguistic personality, enhance their communication skills when they interact with individuals from different cultures, and broaden our state's international ties. The development of communicative competence, or the ability to communicate in the target language, is the primary objective of foreign language instruction. Not all students, meanwhile, are able to communicate freely and uninhibited in a foreign language.

The psychology of teaching foreign languages is a complex field with rich historical and theoretical foundations. Understanding its development requires examining historical and psychological research alongside current trends. This article addresses a critical gap in the existing literature by proposing a periodization of the psychology of teaching foreign languages within the broader context of educational psychology.

PROBLEM STATEMENT

After examining a variety of works by both local and foreign psychologists, we discovered that understanding pedagogical and developmental psychology, along with the development of motivation during the process of teaching foreign languages, is helpful in identifying the ways in which students master sociocultural experiences and the aspects of the educational process that influence their cognitive activity. Incorporating cognitive styles into the learning process has a direct impact on information acquisition, the development of knowledge, skills, and talents, and enhances interpersonal interactions. Psychology suggests that a subject's comprehension and memorization improve with more sensory involvement, leading to a greater absorption. There is a lack of historical and theoretical research on the development of the psychology of teaching foreign languages. Existing periodization's in educational psychology do not explicitly address this specific field. This gap hinders understanding the field's evolution and its current state.

LITERATURE REVIEW

The article reviews various approaches to the periodization of educational psychology in teaching foreign languages. These approaches provide a foundation for analyzing the development of the psychology of teaching foreign languages. The following literature were observed in the process of preparing the article. Koltsova, V.A., & Oleynik, Yu.N. (1999). History of Psychology in Russia. Kuleshova, L.N. (1999). Development of Russian Educational Psychology. L.V. (2000). The Role and Place of the Teacher in the Development of Russian Scientific Psychology. (1967). Psychology: An Introduction to Science. Moscow. Tyletz, V.G. (2002). Psychology of Acquiring Foreign Language Linguistic Experience: Theoretical and Applied Aspects. Ulybina, E.V. (2001). Psychology of Everyday Consciousness. Frank, L.D. (1969). Additional Sources Mentioned in the Articles, Kotova, I.B. (1994). Transformation of the Idea of Personality in Russian Psychology. Nedbaeva, S.V. (1999). Psychological Practice in Education: Historical-Psychological Analysis, Toshboyeva, B. O. (2023). Pedagogical approaches to early foreign language teaching. Additionally, research on the development of personality psychology and psychological practices in education offers valuable insights into related fields.

METHODOLOGY

This article utilizes the study, analysis and systematization of significant theoretical, applied and empirical material for a fairly significant historical period of development of the psychology of teaching foreign languages in domestic educational practice, determined the choice of research methods characteristic of historical and theoretical works on educational psychology: description and explanation, theoretical analysis and synthesis, systemic, historiographical, comparative, comparative historical, historical-genetic analysis of the theoretical heritage of outstanding psychologists, linguists, teachers and methodologists, the works of researchers on the history of psychology and educational psychology in particular, the method of historical- logical reconstruction of the scientific creativity of domestic psychologists working in the field of teaching foreign languages, source study and thematic analysis of the conceptual apparatus of concepts and approaches to teaching foreign languages, as well as modeling, studying and generalizing the experience of teaching a foreign language. The use of these methods helps to obtain new scientific information from already-known sources.

RESULTS

The psychology of teaching foreign languages shares a genetic connection with educational psychology, personality psychology, and educational practices in education. However, it also possesses a distinct developmental trajectory. The article proposes a periodization framework that acknowledges the influence of broader educational psychology while considering the unique historical and theoretical advancements within the psychology of teaching foreign languages. Periodization of the Psychology of Teaching Foreign Languages:

1. Prehistory (late 19th – early 20th centuries)

- Formation of the rudiments of the psychology of teaching foreign languages within educational psychology.
- Development of ideas about the role of language in cognition and learning.
- Emergence of experimental research in the field of the psychology of teaching foreign languages.

2. Formation (1920–1960)

- Emergence of the psychology of teaching foreign languages as an independent field.

- Development of theories of foreign language teaching (L.S. Vygotsky's psychological theory, A.N. Leontiev's activity theory).

- Study of the psychological features of foreign language acquisition (memory, attention, thinking, will).

3. Development (1960–1980)

- Expansion of the range of research in the field of the psychology of teaching foreign languages (psychology of speech activity, psycholinguistics, cognitive psychology).

- Development of foreign language teaching methods based on psychological principles.

- Study of the influence of various factors on the process of foreign language learning (age characteristics, motivation, individual styles).

4. Modern Stage (1980 – present)

- Humanization of the psychology of teaching foreign languages.

- Development of person-oriented teaching methods.

- Use of information technologies in foreign language teaching.

- Research on intercultural communication in the context of foreign language teaching.

DISCUSSION

The proposed periodization allows us to trace the main stages of the development of the psychology of teaching foreign languages, and identify key problems and achievements in this field. It also helps to understand the influence of various factors on the formation and development of the psychology of teaching foreign languages.

The history of the field's emergence is described for the first time in national psychology, together with key developments in psychology and approaches to teaching foreign languages to elementary school-aged students. The outcomes of which are both products of the educational process and find application in the practice of education.

A periodization that highlights the subject, evolutionary-cumulative, conceptual-formative, and conceptual-developmental stages of the psychology of teaching foreign languages to elementary school-aged students has been developed and scientifically validated. Each stage is provided with a comprehensive substantive description.

Within the framework of scientific knowledge, psychology interacts with other scientific fields. Numerous subfields of psychology emerged from the nexus of other sciences. These are linked, practical fields of study that examine objective reality's patterns from the standpoint of psychology. Studying the role of mental processes in social and individual behavior as well as the physiological and neurological mechanisms underpinning human cognition and behavior is the immediate aim of psychological theory and applied research. Subjective experiences or components of an individual's internal experience are referred to as mental phenomena. Four categories of mental phenomena are recognized by scientists: formations, states, processes, and attributes. A mental process is an action with a reflective object and a regulating purpose in the mind. The main mechanisms that control behavior are mental ones. The process of creating an image of the surroundings in which an action is performed is known as mental reflection.

CONCLUSION

The study of the history and periodization of the psychology of teaching foreign languages is of great importance for understanding modern trends in this field. The proposed periodization framework offers a valuable tool for researchers and practitioners to situate the field within its historical context and explore its future directions. The main directions of development of the psychology of teaching foreign languages and the features of psychological knowledge are identified, with clarification of the main directions, scientific trends, and a range of current problems that require further special research.

REFERENCES:

1. Koltsova, V.A., & Oleynik, Yu.N. (1999). History of Psychology in Russia: A Lecture Course. Moscow: Triada.
2. Kuleshova, L.N. (1999). Development of Russian Educational Psychology. Moscow: Akademiya.
3. Lidak, L.V. (2000). The Role and Place of the Teacher in the Development of Russian Scientific Psychology. Moscow: Moscow Psychological-Social Institute Press.
4. Petrovsky, A.V. (1967). Psychology: An Introduction to Science. Moscow: Prosveshchenie.
5. Tyletz, V.G. (2002). Psychology of Acquiring Foreign Language Linguistic Experience: Theoretical and Applied Aspects (Monograph). Essentuki: ROSSY.
6. Ulybina, E.V. (2001). Psychology of Everyday Consciousness. Moscow: Smysl.
7. Frank, L.D. (1969). Investigation of the conditions for the formation of thinking in a foreign language: Author's abstract of diss.... kand. psychol. nauk. – Moscow, 16 p.
8. Kotova, I.B. (1994). Transformation of the Idea of Personality in Russian Psychology. 34 p.
9. Nedbaeva, S. V. (1999). Psychological Practice in Education: Historical-Psychological Analysis.
10. Toshboyeva B. O. (2023). Pedagogical approaches to early foreign language teaching. International Bulletin of Applied Science and Technology, 11(14).
11. Toshboyeva B.O. The significance of teaching English from early childhood. Journal of Innovations in scientific and Educational Research 6 (4), 172-175 pp.