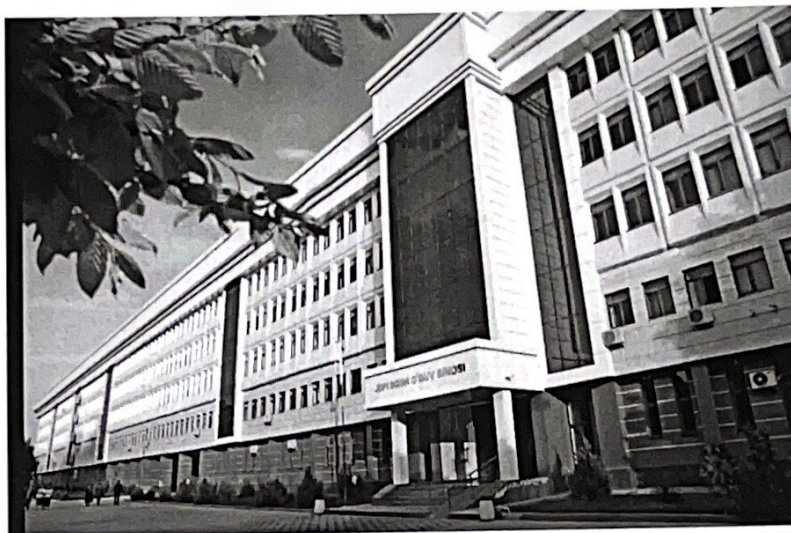




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**XORIJIY TILLAR FAKULTETI
INGLIZ TILI O‘QITISH METODIKASI KAFEDRASI**



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THE IMPORTANCE OF UNDERSTANDING THE PSYCHOLOGY OF FOREIGN LANGUAGE ACQUISITION

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Language and speech are the most important content and structural components of our mind. The word is associated with all manifestations of the human mind. At the level of sensations, speech affects the thresholds of sensitivity, i.e. determines the conditions for the passage of a stimulus. Language is an objectively existing phenomenon in the spiritual life of human society. Language is defined as a system of signs functioning as a means of communication and an instrument of thought. The language includes words with their meanings and syntax. The means from which a language message is constructed are phonemes (spoken language) and graphemes (written language). From these socially developed sounds and graphic signs, words and sentences are built that consolidate the

experience of mankind. Speech is the process of communication through language. The subject of psychological study is speech, not language.

There are around 7000 languages spoken in the world today. More than a half population in the world speaks more than one language. There are number of countries in the world that have two official languages. Some countries, like South Africa, have more. For example, in Johannesburg local people speak five and more languages, which is quite common to the region. It makes the brain and linguistic scientists to look into the mystery of how our brain works in terms of our abilities to learn, understand and speak language. What is behind our brain's capability to adapt and absorb our native language and very often even to become bilingual from the very babyhood [2].

According to cognitive neuroscientists literature and through empirical studies and researches conducted with children from various backgrounds where focus was on language acquisition, metalinguistic ability, literacy, and problem solving, it becomes quite obvious that speaking more than one languages on the regular basis positively affects on our brain though enhancing cognitive abilities and thanks to enhancing brain plasticity it delays the symptoms of Alzheimer's disease [1].

The science of bilingualism is a young field, and definitive answers to many questions are not yet available. But with an accumulation of research studies over the last few decades, scientists are now equipped to partially answer some of most pressing questions about early bilingualism.

It goes without saying being bi- and multi-lingual has enormous benefits: it helps us to understand people from the other parts of the world, better comprehend and immerse in their culture, history and traditions when we travel through the globe.

But what difficulties do we encounter when our brain has to switch between the languages? How hard is foreign language learning process? Are some of us just have natural aptitude for learning new languages?

Psychology of language, also known as psycholinguistics, is the field that helps scientists better understand the mental aspects of language and speech and thus develop new and innovative ways to approach learning, has helped better understand the mental

aspects of language and speech with new and innovative implications on how we approach learning from a cognitive, emotional, and behavioral level [3].

Because it affects a variety of scientific fields including developmental psychology, cognitive psychology, education, linguistics, and communication sciences and disorders.

Linguistic experience is applicable and actual to study lexicon, grammar and other language aspects. Features of linguistic experience and background also allow exploring such linguistic issue as language interfering.

Also, there are two aspects in learning foreign languages psychology: interferences and transposition.

Language interference: One of the biggest concerns in learning foreign language is that it will cause confusion: a new language is likely to have sounds that are different from those in our first language. Our natural ability to recognize these sounds, tell them apart, and remember them in the future, analyze patterns could affect how well you learn new words and pronunciation. Just like some people have an ear for music, others have a knack for languages.

It brings us to Language transposition. Why certain individuals are able to learn languages more successfully than others? How mental processes specific to individuals affects learning outcomes? Although language use and language learning always occur in social contexts, they are, essentially, mental processes. With a more pronounced focus on issues connected to learning processes, selecting versatile methods and approaches while taking into consideration each students' individuality the foreign language education can address the most relevant issue of today's education: exploring the relationship between the human mind and language.

Although we often take language for granted, a moment's reflection will show how important it is in our lives. In some form or another it so dominates our social and cognitive activity that it would be difficult to imagine what life would be like without it. We may think without language, but language lets us know that we are thinking. Language is a major component of understanding human behavior. Thanks to psycholinguistics we're slowly getting closer to fully understanding the complexity of human language. Every day, we

understand more and more about how humans produce, codify, and use language as a communication tool [4].

We must not forget that the environment plays a crucial role in our ability or inability to learn. It is important to understand this influence and how to use it to our advantage. Using the “contextual learning” lens can help to bring our talent in light in our learning capability.

In summary, we'd encourage students to study as many languages as they can...being literate in two or three languages has only positive consequences in life. There is no risk in doing so, and the rewards are enormous.

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TA'LIMNI RAQAMLASHTIRISH MUHITIDA LINGVISTIK KOMPETENSIYANI RIVOJLANTIRISH VA TAKOMILLASHTIRISHNING DIAGNOSTIK MONITORINGI

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Kalit so'zlar: raqamli ta'lim, mediasavodxonlik, raqamli kompetensiya, “E-Portfolio”, “Google”, pedagogik tashxis omillari.

Annotatsiya: *Ushbu maqola Ta'limni raqamlashtirish muhitida lingvistik kompetensiyani rivojlantirish va takomillashtirishning diagnostik monitoringi to'g'risida bo'lib, bunda raqamli ta'lim, mediasavodxonlik, raqamli kompetensiya pedagogik tashxis omillari, zamonaviy ta'lim texnologiyalarni til o'qitishdagi o'rni va ta'limni raqamlashtirish haqida.*