

## **Consciousness In Learning Foreign Languages And Psychological Peculiarities Of Learning Process**

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**Abstract:** This article is based on an analysis of the current state of the problem of studying and mastering foreign languages, as well as a detailed review of domestic and foreign literature, which contains the problems of this field. Isolation of psychological peculiarities in the process of mastering a second language is no less important in content. A foreign language as any linguistic system is a socio-historical product, which reflects the history of the people, their culture, the system of social relations, traditions, etc. Language exists, lives and develops in the public consciousness of the people who speak it.

**Key words:** foreign language, psychological problem, communicative development, consciousness.

Today, a foreign language is in great demand in the labor market, especially the process of learning it. This problem is addressed by domestic and foreign scientists. The process of learning a foreign language is considered from various points of view. Nevertheless, the linguistic and methodological features of the process of mastering a foreign language enjoy the main attention. A little less common is the psychological analysis of this process.

Since the question of a qualitative improvement in education is being raised before modern society, the problems that arise should be addressed in parallel. It is necessary to develop quite sophisticated, scientifically based methods of teaching a foreign language that can mobilize a person from a creative perspective. Innovations in the methodology of teaching foreign languages must be carried out using psychological justification, since the subject of instruction is a foreign language, which consists in the closest connection with the mental operations of a person. Education as a long and focused process should be based on the

psychological, personal capabilities of both teachers and students, as well as on the socio-psychological capabilities of interacting teams.

The specificity of a foreign language as an educational discipline is determined by the fact that it, characterized by the features inherent in the language as a sign system in general, is at the same time determined by a number of distinctive features of mastery and possession of it, distinct from the mother tongue. At the same time, for a number of characteristics, it differs significantly from any other school subject.

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“Language is the liveliest, most abundant and lasting connection connecting the obsolete, living and future generations of the people into one great historical living whole.

An essential characteristic of language is that it is a form of essential consciousness. Language is that in which the experience of the socio-historical practice of mankind is generalized and transmitted to individuals, and, accordingly, “this is a condition for the appropriation of this experience by individuals and, at the same time, the form of its existence in their consciousness” [2].

A specific feature of a foreign language as a school subject is also the negative, subjective attitude of people formed towards it as a very difficult subject to mastering in school conditions. “The study of foreign languages is often characterized as the most aimless lesson, absorbing more time and energy in a person than any other.”

Before the teacher of a foreign language and the entire school staff, a serious psychological problem arises of changing the stereotype of the negative attitude of students to this academic discipline. The negative stereotype is transmitted from

family to child; it is necessary to eliminate from public consciousness the installation of the insuperability of mastering a foreign language.

The leading role in the development of a schoolchild of this age is played by communication with peers and the features of his own learning activities. It is noted that by the end of this period, students need to be prepared for independent choice of a further education program, to form a fairly stable range of interests and preferences in them. This is a complex “transitional” age, the period from childhood to adulthood, when a central mental, personal neoplasm arises - the “feeling of adulthood”. The specific social activity of a teenager is more susceptible to the development of norms, values and behaviors that exist in the adult world and in their relationships.

At this age, the main value is a system of relations with peers, adults, imitation of a conscious or unconsciously followed “ideal”, aspiration for the future (underestimation of the present). Defending his independence, a teenager forms and develops on the basis of reflection his own self-education, the image of “I”, the ratio of the real and ideal “T”. Based on the intellectualization of mental processes, they undergo a qualitative change along the line of increasing arbitrariness and mediation.

It is necessary for children with low quality communication to be actively involved in educational activities. Adolescents have a desire to participate, the ability to build communication in various groups, reflection on their own behavior, the ability to assess the capabilities of their "I", because educational activities are leading at the age of 10 to 15 years. Take middle school age - the nomenclature and selection of language tools, their combinatorics, ways of forming and formulating thoughts, thinking (comprehension), and probabilistic forecasting continue to improve the communicative development of adolescents [1].

Naturally, the teenager's communicative development is carried out on the basis of the intensified development of his formal, theoretical, reflective, reasoning thinking. At this age, a person develops the ability to reason hypothetically - deductively, independently think creatively, make generalizations and conclusions, open causal relationships, build evidence, argue. Middle school students begin to consciously use such mental operations as comparison, analysis, abstraction, induction, etc. Based on the central psychological neoplasm of this age - the feeling of adulthood - the teenager's thinking becomes more independent, creative, active, critical thinking is formed, and then self-criticism.

Significant quantitative and qualitative changes were noted in the development of oral and written forms of communication, the complexity of the statement, the growth of its volume, the increase in the quality of phrases of an evaluative nature, the improvement of the syntactic and into national design of the text, etc. The basic unit of student textual expression remains a simple common sentence. Adolescents still have difficulty mastering a coherent logical statement. These difficulties persist throughout the rest of the high school period. Adolescents have a desire not only for meaningful substantive communication, but they want to communicate "for the sake of communication", often without realizing its purpose.

A study of the characteristics of the receptive types of speech activity of adolescents showed that at this age, reading and listening undergo significant qualitative changes in adolescents compared to younger students. The activity of reading is becoming more perfect not only in technology. But also in the depths of understanding. In adolescence, listening activities are improved, i.e. perception and understanding of the heard text.

Numerous psychological differences between boys and girls are also observed in educational activities. Each of us is familiar with these differences. So, girls are usually considered more diligent, conscientious, obedient, ready to follow the

requirements presented, amenable to emotional impact. Boys, on the other hand, appear to be relatively less diligent, less interested in good grades, less disciplined, more masterful, aggressive and more accessible not to emotional, but to rational influences.

The influence of socialization, especially the cultural perceptions of the social roles of the sexes in a given society, in all likelihood has an incomparably greater weight in the emergence of sex-specific behaviors than biological prerequisites.

Boys receive, on average, lower grades than girls for behavior, diligence, order and cooperation. This applies to all age groups.

Girls, on average, better fulfill school requirements than boys. It should be noted that girls are more likely than boys to submit their behavior to established standards, are more diligent and more inclined to cooperate in school.

Girls in general are more likely to get the highest ratings possible than boys; they are much more obligatory than boys. Girls do homework more regularly and more thoroughly, are more attentive in the classroom, more ambitious about grades, more diligent, assiduous, persistent and thorough. In other words, they are more active than boys in the manifestation of their abilities. Moreover, these differences in achievements can be observed not only in the lessons, but also in public affairs and in extracurricular activities.

The great diligence of girls over the years, often characteristic of young and middle-aged children, often comes to naught, and the attitude toward teaching among young men is significantly improved. At the same time, however, they do not disappear without a trace, but undergo qualitative changes.

Modern psychologists and educators are united in the fact that the quality of the activity and its result depend, first of all, on the motivation and needs of the individual, his motivation; it is motivation that causes purposeful activity that

determines the choice of tools and techniques, their ordering to achieve goals. Motivation is the "trigger mechanism" (I. Winter)

Regarding motivation as the most important spring of the process of mastering a foreign language, ensuring its effectiveness, you need to keep in mind the following: motivation is the side of the subjective world of the student, it is determined by his own motives and preferences. The teacher can only indirectly influence it, creating the prerequisites and forming the basis on the basis of which students have a personal interest in the work.

The teacher will succeed the better, the more he will succeed in taking the student's place and transforming into him. In this case, he will be able not only to recognize the motives of the student's activities, but also to summon, develop and correct them from within. A prerequisite for such a mental transformation is a good knowledge of their students. The teacher should also imagine the whole arsenal of motivational tools, all types and subtypes of motivation, and their reserves.

Then it will be possible to accurately correlate the content of the educational process throughout its duration with the corresponding types of motivation, i.e. create persistent concomitant motivation that guarantees progress in mastering a foreign language.

Psychologists, studying the nature of the motivating forces and the ways of their regulation in learning, have established the diversity of a person's motivational sphere, its complex structure. Firstly, it can be influenced by social motives determined by the needs of society; collectively, they constitute external motivation, which exists in two varieties: as broad social motivation and as narrow-minded. Secondly, the nature of activity as such can also influence the motivational-motivational sphere of a person. This is the so-called intrinsic motivation; its subspecies is the motivation for success. Both external and internal

motivation can be positive and negative; in these cases it is customary to talk about positive and negative motivation [5].

An accurate description of broad social motivation (a kind of external) is given by P.M.Jakobson: "Such a motivation for the learning process is connected with a rather acute sense of civic duty to the country, to dear, close people, and is associated with the idea of learning as a way to mastering great cultural values "as a means of allowing people to do good and useful things in a more reasonable way, with the idea of learning as a way to fulfill their purpose in life."

The second type of external motivation — narrow-minded motivation — determines the attitude to mastering a foreign language as a way of self-affirmation, and sometimes as a way to personal well-being.

External motivation, as a rule, is a distant, distant motivation, designed to achieve the final result of learning. However, its stimulating effect on the learning process can be quite strong. It is important to structure the learning process in such a way that students at each point feel the ascent to their goal.

Setting the task of forming a foreign language consciousness, it is necessary to present the student with a system of a foreign language from the point of view of the foreign-language picture of the world behind it, which is the unity of the linguistic and cognitive. At the same time, it must be remembered that it is impossible to form a foreign-language consciousness in a pure form for a student. Consciousness is not a bureau consisting of many drawers, but a whole organized in a special way. Any new information, in order to become the subject's property, must be integrated into this whole, qualitatively changing it. Therefore, we can only talk about the formation of bilingual consciousness, in which two linguistic pictures of the world coexist, being in some relationships. Of course, "foreign consciousness" is a figure of speech. A person cannot have two consciousness's [3].

Therefore, it would be more correct to put forward the task of forming a bilingual consciousness as the first task of teaching a foreign language, in which two linguistic pictures of the world, as well as systems of two languages, are in logical agreement. Since the specificity of the linguistic reflection of the world most clearly and systematically appears in the grammar of the language, the core of learning should be grammar as a complex of structural and functional units representing grammatical categories in the unity of their forms and meanings. The studied categories of a foreign language should be presented in their native language, because it is the only tool for cognition, and, of course, compared with the corresponding categories of the native language to establish semantic relationships between them. In order to assimilate categories that are absent in the system of the native language, it is in the native language that semantic reality must be presented, which corresponds to the use of the forms of the foreign language category.

Thus, we note that only specially organized, targeted training for adolescents in speech-cognitive and communicative activities, based on a reserve of age-related development, can optimize the process of their communicative formation. This should be taken into account by foreign language teachers when organizing educational activities for adolescents.

In conclusion, I would like to note that when teaching a foreign language, the most important moment is the acquaintance of the student with the cultural environment of the country of the language being studied. It is immersion in culture that provides an understanding of the cultural picture of the world of speakers of this language, and through it, the development of a linguistic picture of the world, which is a condition for the formation of bilingual (or foreign) consciousness.



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