PSYCHOLOGICAL FEATURES OF THE ORGANIZATION OF SPEECH INTERACTION OF STUDENTS IN A FOREIGN LANGUAGE LESSON

Qoraboyev J.
Teacher of department of foreign languages, faculty of agro engineering and hydro melioration,
Andijan Institute of Agriculture and Agro technologies,
Andijan, Uzbekistan

Abstract: It is advisable to consider the psychological characteristics of speech interaction of students in a foreign language lesson in the context of an interactive approach to learning a foreign language.

Key words: foreign language, students, motivation, model, learning and teaching, regulation, teacher.

In the interaction of the teacher with the students, taking into account the psychological laws of the formation of the leading motivation in learners is of particular importance. The teacher should rely on the real cognitive interests and desires of students to communicate on the FL. This is a prerequisite for foreign language speech activity, as well as for any activity in general. In the absence of the need for communication, such motivation in learners can be created through the use of a wide context of general cognitive and social motives of students. On the other hand, you can also use the actual educational motivation - such aspirations of students, such as the desire to give the correct answer, express their own opinion, show their abilities in front of their peers.

One more feature of speech activity should be taken into account. In an effort to express his own thought or understand someone else's, the student seeks means and ways for this. The teacher must help him, but not solving the problem for him, but solving the problem with him, being not a coordinator, but only an assistant.

The third, and the most important, in our opinion, aspect of educational cooperation is the interaction of students with each other in the course of educational activities. Its importance is substantiated by the peculiarities of the psychophysical development of learners. The fact is that by the beginning of

teaching a foreign language at school, learners enter the age at which communication with peers becomes the leading activity that determines the orientation of the personality. The main interests of learners of this age are in the sphere of communication with peers. Learners are just beginning to master the complexity and diversity of human relationships in joint activities and in a team. Previous experience of relationships and interactions in a team is relatively poor and monotonous. With regard to the game, it is the most complete and practically absent in educational activities. Therefore, in teaching a foreign language, students must be taught not only the means and methods of foreign language communication, but also the culture of communication.

When organizing the educational interaction of students with each other in foreign language lessons, the teacher must take into account the general psychological characteristics of joint educational activities: personality orientation, previous experience, the level of intellectual, moral and physical development of the child, peculiarities of his psyche (memory, perception, thinking), etc.

Psychological analysis allows us to single out a number of specific types of organization of interaction, but it should always be borne in mind that cooperation involves:

- the presence of a common subject and product of the activity for the group of participants;
- distribution of roles among the members of the group, which determines the "position" and "attitude" of each member of the group to the subject of activity and to partners;
- a set of active interactions between participants in certain positions.

The simplest type of organization of cooperation can be created in conditions When the subject or process of activity common for a group of participants is divided into fragments or parts, and each student, being in a group, individually performs part of the general group process simultaneously with everyone or in turn. However, the task is set so that the overall correct result is obtained only if each student does his part correctly. When, for one reason or another, one of the

_____

students does his part incorrectly, it becomes necessary to find out the reasons for the failure and find the "culprit", as well as ways to control the actions of each student. The teacher evaluates the overall result of joint activities, and the learners independently evaluate the contribution of each student in the group. In the process of this type of cooperation, learners master the most elementary forms and culture of communication.

The most typical example of such an activity in a foreign language lesson is jigsaw in the form of jigsaw-reading and jigsaw-speaking.

The second type of organization of educational cooperation is represented by situations in which the status relations of members of group activities are modeled. The teacher can model this type of organization of interaction by setting tasks for the students to build scenes-dialogues in which the participant builds speech behavior "on behalf of" a certain character. The main thing that the teacher should keep in mind when organizing such educational situations is that the scenes played by the students should be real, life-like. At the same time, learners not only learn a foreign language. They also develop the ability to accept a role and to behave "according to a role." Teaching a foreign language becomes practical and close to the natural conditions of speech communication.

A specific feature of the third type of organization of educational cooperation is its direct dependence on the content and conditions of the activity. This type is called "collective verbal problem solving." The tasks that are adequate for this type of interaction may be those that imply the possibility of identifying functional roles when solving them. For collective problem solving, several roles can be distinguished: leading coordinator, generator of ideas, critic. The disciple in a specific role has a specific function in the overall collective decision-making process. One analyzes the conditions and factors of the problem situation, the other puts forward ideas and builds a program of action, the third performs specific operations, and the fourth - the "critic" - exercises operational control and evaluates the results. Interactions in this type of collaboration organization are aimed at distributing functions in accordance with the inclinations and abilities of

_____

the students and organizing the effective course of the solution. A typical example of this type of interaction is the use of brainstorming.

The fourth, most difficult type of organization of interaction is a detailed discussion of students on a common subject and topic for the team. This type involves the creation of situations of solving the actual communicative and cognitive tasks. Communicative interaction and cooperation is always a comprehensive discussion of the subject of cognitive activity common to all. The set of communicative and cognitive tasks includes a wide range of modeling situations within the framework of simulation, debates, disputes and conferences, and various interviews. When preparing such situations, the teacher determines the topics, forms tasks for the students to independently prepare materials for future discussions, and is its organizer. Participants in the discussion should not only be able to formulate their point of view and substantiate it, but above all should be able to listen and understand the judgments of partners, see the similarities and differences of opinion, should be able to formulate questions to understand the content of the statements. When organizing a discussion, the teacher monitors not only the correctness of the speakers' speech, its lexical and grammatical richness, but also the correct understanding of the content of the speakers by other participants in the discussion. It enables students to express a wide variety of points of view, drawing attention to conflicting and alternative statements about a common subject. The teacher also summarizes and demonstrates the general results of the discussion. The topics of discussion should correspond to the vital and cognitive interests of students, as, indeed, the entire content of teaching a foreign language.

And if you combine a discussion with a role-playing game, then this will allow students to remove communication barriers in communication, increase the volume of their speech practice, help everyone plan their own statement, and unite everyone together with a plot, organizational forms, rules, etc.

In a number of cases, during foreign language speech training, traits of pathologies of speech activity are found: depersonalization (separation from the

personal meaning) of statements, loss of emotional contact with participants in communication, euphoric (unjustifiably cheerful) mood coloring, fruitless reasoning, meaningless fantasizing, the gap between speech development and the acquisition of activity skills, stereotyped expression in thought, obsessive repetitions of the same constructions, hobby for memorizing words to the detriment of their productive use, increased speech activity without concern for the meaning of the utterance, low productivity of speech-thinking activity. All this happens when the main thing is missing - the motive of speech-thinking activity.

The motive of speech-thinking activity is the awareness of the problem and the way to solve it by speech means. Means of speech-thinking activity are psychological tools that, by mediating activity (like any other tools or tools), make it possible. Speech-thinking activity is mediated by verbal means, that is, grammatically organized words. Verbal means are the most powerful tools of the intellect and the most important condition for the implementation of the highest mental functions of a person. Thinking can also proceed with the use of images, but possession of verbal means makes thinking possibilities much richer. At the same time, it should be noted that verbal means become an instrument of thinking only when the vocabulary is formed in the course and as a result of speech-thinking activity, in unity with it, and not separately.

List of used literature

1. Almatova N.A. Development Of Design Skills And Abilities At Foreign Language Lessons. Economy and society. № 11(78) -s.: 2020.

2. Nuritdinova Y.A. The use of multimedia presentations when learning English. International scientific journal. Economy and society. № 6(73) -s.: 2020.

3. Usmonova Sh. Study of scientific technical transfusion in non-linguistic educational university. International journal. Moscow.2019.

4. Mukhitdinova F.R. Creative qualities of the students in the system of higher education. //Economy And Society. № 11(78) -S.: 2020.