



PSYCHOLOGICAL AND DIDACTIC ASPECTS OF TEACHING A FOREIGN LANGUAGE

Sadıgova A.A.

PhD. in Pedagogy, Associate Professor

ORCID 0009-0007-6770-2460

Azerbaijan State University of Culture and Arts,

Baku, Inshaatchylar Avenue 39.

Summary. *The article addresses the current issues in the modern methodology of teaching foreign languages, including a new educational program, teaching methods based on this program, which is the most effective model of education, where the focus is on the learning outcomes rather than the content of education. It also covers some aspects of the psychological and didactic foundations of teaching foreign languages, involving the development of students' communicative competence, activation of their language skills, and speech abilities in various life situations.*

Keywords: *education, training, skills and abilities, communication, speech activity, communicative competencies.*

Introduction.

The primary goal of teaching foreign languages is to foster and develop communicative competencies.

As the global community progresses, our republic is quickly integrating into all ongoing processes at an accelerated pace in the fields of politics, economics, education, and culture. These changes in the world community necessitate a corresponding update in language education content, which is essential for Azerbaijan's integration into the community of developed countries worldwide. This, in turn, requires the development of new communicative competencies for specialists in demand on the global labor market, capable of navigating well in the conditions of globalization of human society, and whose professional success largely depends on proficiency in one of the world languages.

It is crucial to train specialists who are proficient in multiple foreign languages and can utilize modern information technologies. The aforementioned criteria underscore the increased demand for communication and communicative competence.

Knowledge of the norms of a foreign language, studied as part of professional communication, involves the effective use of language norms in business conversations, business negotiations, clear and consistent expression of one's point of view, defending one's own position, explaining facts, highlighting facts, particularly important thoughts, and new information in various speech styles. It also involves the competent use of communicative and behavioral strategies and tactics in the process of professional communication.

The modern concept of teaching foreign languages in an Azerbaijani school is based on communicative teaching methods, resulting in the formation of students' speech and language competencies. This approach emphasizes a student-oriented approach to the educational process, contributing to the development of students' personality, which is one of the main goals of education in school. This goal is aimed at ensuring that students develop linguistic competence, defined as the ability to



master the basic rules of the language being studied and the ability to use them in the process of speech communication, and speech competence, defined as the ability to engage in speech activity.

In the process of forming speech skills, students' speech competence is ensured, encompassing abilities and skills in listening, speaking, reading, and writing, as well as such qualities of coherent speech as content and compositional harmony.

The level of foreign language proficiency for students in Azerbaijani schools must correspond to the range A2, A2+ and B1 of the Common European Framework of Reference (Common European Framework of Reference, CEFR) – a system of foreign language proficiency levels used in the European Union).

In the contemporary educational process, innovative approaches are necessary: the integration of advanced technology and diverse resources to facilitate the mastery of educational content. Currently, secondary schools implement a new educational program (curriculum), which represents an effective teaching model. In this approach, the focus is on the results of learning rather than the content of education.

The curriculum for foreign languages is a conceptual document that delineates the status, specifics of the academic subject, content lines, and fundamental principles for organizing the educational process. It also addresses assessing and monitoring the achievements of individual students in the language being studied [2, p. 7].

The term "curriculum" is of Latin origin. This noun comes from the verb *currere*, which means "run", "circle", "path". In English, a "curriculum" is a course of study. Curriculum (curriculum) is a document that is multidimensional and conceptual in its content, covering the entire course of study, defining the content and scope of knowledge, abilities, skills that are subject to mandatory acquisition, as well as the content of sections and topics with their distribution by years of study, the implementation of which is aimed at to achieve certain results.

The curriculum facilitates the establishment of connections and continuity between the stages of learning within the integral structure of general secondary education. It offers real opportunities for continuous improvement and updating of the content of academic subjects in accordance with the demands of a dynamic and ever-changing social order. The curriculum also presents a variety of forms for presenting the content of these subjects, which meet modern requirements. Furthermore, the curriculum clearly outlines the scope of necessary skills and abilities (competencies) that must be developed in students to achieve learning goals at each specific stage of secondary education.

This document specifies the learning outcomes and content standards of general education, the subjects provided for each stage of education, the organization of the educational process, the basic principles of assessment and monitoring of expected learning outcomes, and the structure of curricula for individual subjects. In the section dedicated to foreign languages in the curriculum, the document addresses the status, specifics of the academic subject, educational standards to be implemented in the learning process, main content lines, educational strategies, forms, methods, and ways of organizing the educational process. It also covers the methods and forms of implementing intra-subject and inter-subject integration and the criteria for assessing student achievements.



The proposed concept of teaching foreign languages in this curriculum is based on the principle of the communicative teaching method, which emphasizes the formation of speech competence in students.

The success in developing students' communication skills in a foreign language is significantly influenced by the proper consideration of the objective conditions of communication and the subsequent features of using a non-native language. One such issue is the motive for students to use a foreign language in the initial period of learning it. To teach students a foreign language as a means of communication in everyday settings, rather than just in the classroom, they must first understand why they are required to speak a language that is unfamiliar and, therefore, difficult for them. Interestingly, they also have the option to communicate in their native language.

It is well-known that the choice of language in speech interaction has a direct dependence on the linguistic environment. When a person is forced to communicate with someone who does not know their native language, the choice of language is one thing. However, when communicating with someone who speaks their native language, the situation is completely different. If classroom conditions are created for the student to speak the foreign language being studied and they feel obligated to do so, then in everyday situations, the need for the student to use this language disappears, as everyone around them speaks their native language.

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For students studying a foreign language in the absence of a speech environment, the only determining factor in choosing the language of everyday communication may be the psychological factor - the desire to speak. Students develop this desire for various reasons. Firstly, through understanding the meaning, the vital necessity of the language being studied, which is created as a result of education and explanation by teachers. Secondly, the desire to imitate those who are fluent in this language, pronounce words of another language, and demonstrate their skills. The basis of such a desire is curiosity, a tendency to imitate; abilities



characteristic of a given age. But poor knowledge of the language becomes an obstacle to the realization of this desire.

To communicate in the target language, it is necessary to select the appropriate words and combine them in the correct pronunciation form with a specific intonation. This process can be taxing for students, draining their strength and energy, and ultimately serves as an insurmountable barrier for them. In such communication conditions, they are compelled to resort to their native language. In order for a student to be able to use the means of the foreign language being studied in natural communication settings, they must have readily available speech elements that are easy to use and facilitate the faster and more accurate expression of emotions and thoughts.

The teacher's task is to create a special atmosphere when teaching a non-native language, one that promotes students' mental activity and fosters their cognitive interest. This atmosphere enables language to serve its primary function of satisfying non-speech needs, which in turn activates learning. Consequently, there is a need for mutual communication between students and the teacher, cultivating trusting relationships that provide a conducive emotional and cognitive environment for activities in the lesson.

By stimulating students' cognitive interest and developing their activities in the process of learning a foreign language, the teacher instills in the student the desire to meet their efforts halfway. The teacher presents increasingly complex tasks that require independence and activity in the learning process. The effectiveness of teaching foreign languages is ensured by several factors: the teacher, pedagogical support, and teaching aids.

In their work, teachers should employ techniques and methods that arouse students' interest in the subject being studied while also fostering an understanding of its importance and significance. The perception and assimilation of educational material largely depend on the extent to which students actively participate in the cognitive process, thinking independently. As stated, "The basis for the development of cognitive activity are those principles of personality education and the development of thinking, which include stimulation and encouragement of the very acts of cognitive activity on the part of another person (teacher, educator, peer)" [1, p. 43]. Consequently, significant situations in the development of cognitive activity occur during communication in the learning process, within various communication situations.

Psychological laws of perception, thinking, speech activity, and so on, help teachers select and organize language material, as well as create methodological techniques for developing students' cognitive activity, which is expressed in individual speech activity.

A foreign language teacher should not limit their work to analyzing the material proposed by the textbook. To introduce the language in all its diversity, teachers can use age-appropriate books, magazines, newspapers, TV shows, cartoons, and feature films, among other resources. This approach helps create communication between the teacher and students and activates their learning activities.

Additionally, it is essential to recognize the importance of emotionally



stimulating students' attention, which involves the teacher displaying calm, balanced behavior, treating students gently, and using phonetically correct speech division (rhythm, tempo, intonation, and necessary psychological pauses). Appropriate gestures and facial expressions should also be employed.

Based on work experience and observations, a positive attitude towards the subject and the development of students' cognitive activity in foreign language lessons can be achieved by removing the imperative nature from the educational process. Cognitive activity, along with the desire for exploration and transformation, has a psychological feature: it does not tolerate coercion or imperativeness and is manifested in the process of pedagogical communication. A foreign language teacher should have a special psychological attitude. They should not only teach but also inspire a love for the language learning process in the most correct form.

Sh.A. Amonashvili rightly believes that for the development of students' cognitive activity, an educational process built on particularly humane principles is effective. He refers to "humane principles" as meaningful assessment, which involves eliminating digital grading and cooperative learning. Cooperation is a form of communication in which the child feels both as a student and as an independent person. Students consistently feel that they are taken into account, their opinions are valued, and they can freely express themselves, make assumptions, and make choices [27, p.46].

Experience shows that a foreign language teacher in a national school should appear before the student as an authoritative bearer of various cognitive ideas. Incorporating entertaining elements into the learning process can greatly aid the teacher in this regard. This approach creates favorable conditions for developing the student's intellect, transitioning from visual-effective thinking to figurative and elements of verbal-logical thinking.

In accordance with the educational task, the teacher must set a clear communicative goal within the entertaining activity and provide students with the means to achieve it. When organizing this form of educational activity, it is crucial to remember that its primary objective is to teach speech activity, always aimed at forming and expressing the student's own thoughts or understanding the thoughts of others.

It is essential to consider the psychological state of students and their need for speech action. Incorporating entertaining elements into the educational process accelerates and facilitates the flow of complex psycholinguistic processes such as listening, reading, speaking, and writing. This creates particularly favorable conditions for acquiring strong skills and abilities in active proficiency in the foreign language being studied as a means of communication.

It should be noted that language is considered a means of communication between people. However, people who use this language for communicative purposes unconsciously know the set of rules governing their native language, which is an indicator of the development of their linguistic competence.

The communicative orientation, one of the leading principles of teaching a foreign language in modern conditions, involves mastering the skills and abilities of communication in various situations. Consequently, the entire process of language



learning should contribute to the maximum extent possible towards the development of students' linguistic competence and their ability to use the foreign language being studied effectively as a means of communication.

In conclusion, several psychological and didactic aspects of teaching foreign languages have been considered. The entire process of language learning should, to the greatest extent possible, contribute to the development of communicative competence in the target language, which is a priority in the teaching of a foreign language.

Literature:

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