

**PSYCHOLINGUISTIC FOUNDATIONS OF ENGLISH LANGUAGE
TEACHING METHODOLOGY IN PRIMARY GRADES**

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Abstract: *The research work in the field of early childhood education in our country and abroad, analysis of experiments, particularly the socio-psychological characteristics of preschool children, preparation of children to school and the basic concepts of pre-school education in the dictionary*

Key words: *linguophysiology, neurolinguistics, dynamic stereotype, contrastive analysis, phylogeny of speech development, potential vocabulary, conversion, interlanguage interference, fossilization.*

Introduction

Human speech is scientifically studied in the physiology of speech (linguophysiology), the occurrence and perception of speech in psycholinguistics. Speech is a complex mental process that controls the activity of a person's brain, and its sound and literal aspects are expressed in the form of external (material), speech, hearing, sight, and hand gestures, which is called the internal side. Both constitute a dynamic speech stereotype. From the studies of I.P. Pavlov it is known that dynamic stereotype consists of conditional and unconditional reflexes a coordinated and stabilized sign system is understood. This reason why the system is called dynamic, that is, a system in motion, is to destroy it and can also be restored. Each stereotype expresses a certain meaning serves and responses to stimuli of different levels produces. In turn, the functioning of the stereotype is speech as a means of language creates a mechanism.

Mother tongue is important in learning English. That is, any foreign language is learned through the prism of the mother tongue. Skills and competencies in a foreign language are acquired through the skills and competencies acquired in the mother tongue. The transfer of skills is an urgent problem in teaching English to teenagers, and especially to adults. It is known from research in psychology and linguistics that language experiences of elementary school students are not developed to the level of distinguishing differences between the mother tongue and English. Also, the brains of young language learners are physiologically not fully adapted to the grammatical laws that regulate word formation and sentence structure in their native language.

Adults should have some knowledge of mother tongue and English because they analyze interlinguistic differences. This leads to hesitancy and inhibition in the process of speech activity. According to industry experts, the success of young students in learning English is based on their understanding, not on the sentence, but on the grammatical device, that is, on the form it lies in the basis of their attention to the

content, not falling into situations of hesitancy and braking in the process of interaction.

F.I. Fradkina dealt with the problem of the formation of early active speech in children. In his experience, during natural communication, a child learned a word in one day, but in artificial conditions, he was able to show the image of the object expressed by that word for 10-11 days. A new word in the mother tongue is acquired when a strong connection is established between the object or event it represents and its verbal alternative. For this, the child learns to perform the actions that are intended to be performed correctly with the objects that surround him, that is, the characteristics of the object, such as the color, shape, taste, etc. should understand its quality and function correctly.

In the process of learning English, the student will have a certain level of understanding of the objects and their functions. Effectiveness of learning English is ensured in the situation where a strong connection is established with the English equivalent of the word in the student's mind. According to I.A.Zimnyaya, this very situation prevents the consolidation of a new word in the student's memory and, on the other hand, creates the need to make maximum use of the student's language experience during the learning process.

In the native language, the word is learned randomly and almost without the participation of consciousness, and the meaning hidden at its core is understood independently in different contexts. In the process of learning English, the lexical minimum is methodically prepared (selected, distributed, classified) and presented to students in order to inculcate speech competences. At the familiarization stage, work is done on the form, meaning and use of the word. Determining the meaning of a word (semanticization) is a traditional method, which is carried out by recalling a similar word in the native language. The semantic meanings of the word are revealed using various examples at the initiative of the teacher. Due to the fact that languages have a national character, they go through the process of independent development, in many cases one or another linguistic tool in the native language is not a specific linguistic unit in a foreign language, but several, in a number of cases, signs of meaning from each other, and sometimes linguistic tools that differ in terms of methodological tasks are suitable.

Teaching the meaning of words is a complex process and the teacher spends a lot of time on it. In the modern English language teaching methodology, more importance is attached to the independent understanding of the meaning of the word without the intervention of the teacher. Lexical units that have an internal possibility of independent understanding due to their similarity to the formal-semantic side of the native language are called potential vocabulary.

According to scientific investigations, the organizational reason in the educational process, that is, inability to attract students' attention, stress, fossilization, high attention to form, unsatisfactory attendance or generalization of similar

phenomena (work - worked → ask – asked → give - given) can also cause errors. From the analysis of the errors in the students' English speech, it is known that not the experience of the mother tongue, but the lack of thorough acquisition of communicative competence in English can be the cause of the errors. For example, the student who wrote the sentence "I bought a ticket" and the student who wrote the sentence "I bought a ticket" shows that the ability to make sentences in the past tense in English has become a skill. But on the other hand, such errors in the form of given, sheeps are called "Overextension" in foreign literature and mean the expansion of the scope of practical application of the grammatical skills acquired in a foreign language. That is, the language experience acquired during the process of learning English can also cause interference.

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