

PSYCHOLOGICAL AND PEDAGOGICAL PRINCIPLES OF THE METHOD OF ENHANCING THE EDUCATIONAL ACTIVITIES OF SECONDARY SCHOOL STUDENTS IN THE ENGLISH LANGUAGE LESSONS.

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Abstract: The article discusses that the assimilation of knowledge and the formation of skills and abilities through the system of collective actions of students is one of the main tasks in teaching a foreign language. It is necessary to proceed from the fact that among all the motives of educational activity, the most effective is the organization of the communication system in the group. It not only activates mental activity at this stage, but also directs it to the subsequent solution of various tasks, in the future to creative activity. Teaching a foreign language, the teacher develops both thinking and emotions, and other areas of personality.

Based on this, in the education and training of students, it is impossible to imagine without purposeful and controlled pedagogical communication using such principles as personal communication, game organization, collective interaction and concentration.

Keywords: psychological and pedagogical principles, the activation method, educational activities, collective actions, individual capabilities, creative role, role-based communication, collective interaction.

The main psychological and pedagogical principles of the activation method are organically connected and follow from the above theoretical provisions, which determines the wide range of their application .

In terms of the learning strategy, the psychological and pedagogical principles of the organization of educational activities can be considered as the organization of the assimilation of knowledge and the formation of skills and abilities through a system of collective actions that contribute to the internal mobilization of the individual capabilities of each student and the effective use of these capabilities in educational activities. These principles can be succinctly expressed in the well-known formula "in

the collective and through the collective". The external form and at the same time the means of organizing such a system of actions is the conscious and purposeful management of the communication processes in the group. The condition for this is to increase the creative role of the teacher, the maximum realization of his personal capabilities for the purposes of education and training, which, in turn, is impossible without purposeful and controlled pedagogical communication.

Principle 1. Personal communication

The word "communication" is clear to everyone, but maybe that is why, when this word is used in relation to the organization of the educational process, sometimes there is confusion: the teacher's communication with the students, and even more so the communication of the students among themselves is very commendable, but there is not enough time in the lesson, it is too much luxury. Anyway, what does communication have to do with learning?

Let's try to answer this question from a scientific point of view. It is well known that the personality is formed and functions in constant interaction with other people in the main activities: play, study, work. The development of the student's personality takes place in two interrelated activities: learning and communication. It is also known that the harmonious development of the individual is largely ensured by the unity of these types of activities. The tendency to merge the processes of learning and communication characterizes modern pedagogy and psychology of learning. Favorable conditions for achieving effective results are opened when the requirements of the educational task are presented to the student as attractive, satisfying his needs.

To create the necessary conditions for this, it is necessary to build the educational process in such a way that the attitude to the subject being studied is formed through the attitude to another person (a fellow student, a teacher), and it, in turn, through group interaction, in other words, it is necessary to ensure the maximum fusion of communication and learning. It is in this case, according to psychologists, communication performs teaching and developing functions and leads to the most productive mastery of the subject under study, while at the same time comprehensive

personal development. All this, it seems to us, provides a basis for the introduction of the concept of learning communication.

Principle 2. Game organization.

Observations of the educational process in secondary and higher schools, especially for teaching foreign language communication, show that one of the serious reasons for very low efficiency is the low level of motivation of the student. For the most part, the teacher offers students pseudo — communicative tasks such as: "Invite a neighbor to visit", "Find out how to get to...". The speech actions of students when performing such tasks are not motivated, and therefore-formal. These tasks are not much different from the tasks of the type: "Retell the text", "Translate the sentence" , etc. They do not answer the main question that arises in the student — "Why, for what purpose should I do this, say it?".

Probably, to eliminate this disadvantage, it is necessary first of all to realize the important place of role behavior in the educational activities of students. The experience of intensive teaching of foreign languages allows us to draw a conclusion about the great possibilities of role-based communication (not yet fully explored) and the feasibility of its use in teaching.

This idea is supported by linguists who see role-based communication as an effective way to acquire speech competence, and psychologists who argue that the methods of organizing role-based communication are aimed at activating the mechanisms of motivation. Role-based communication in a foreign language in conditions of intensive training is not a fragment of the lesson, not a methodical technique, not an exercise, but the basis for building the educational process. It is possible to teach foreign language communication (in its oral and written forms) only in continuous personal-role interaction.

Role-based learning communication in intensive learning involves the constant activity of the subjects of communication (all students and the teacher), who are not limited to simply perceiving the message and reacting to it, and they seek to express their attitude to the information received. The specificity of role-based educational communication is that it retains all the socio-psychological characteristics of true

communication. Therefore, communication is for the learner the goal of his speech (or non-speech) actions in conditions as close as possible to non-educational joint activities. For the teacher, this communication is also educational, since communication situations (exercises) are planned and organized by him.

Principle 3. Collective interaction

The principle of collective interaction defines such a way of organizing the educational process, in which:

- students actively communicate with each other, exchanging educational information, thereby expanding their knowledge, improving their skills and abilities;
- a favorable relationship develops between the participants, which serves as a condition and means of effective training and creative development of each;
- the success of everyone is the success of the others.

Thus, the active communication of the teacher with students and students among themselves is a socio-psychological factor of the success of the learning process, while ensuring the effectiveness of the formation of cognitive actions and communication techniques in the studied language. Joint actions and interpersonal relationships in the system of teacher-student, student-group, etc. are also a means of increasing the productivity of individual student activities.

In active interaction with each other, students not only exchange knowledge about the language system, when they help each other, give language comments, explain the rules to their partner, but also learn to communicate. The process of teaching foreign language speech communication is a two-way process, in which not only the student, but also the teacher gains a lot.

By organizing foreign language communication and managing it in a group, he improves his communication skills. In the course of interaction with the student, his own idea of himself is clarified, and self-esteem becomes more adequate.

In intensive training, the activity of the student is extremely enhanced, since throughout the entire lesson, he or she alternately solves with other students the communicative tasks that come one after another from the teacher. As a result, thanks

to the efforts, consciously regulated by the teacher, a system of relations is constructed that allows the teacher to fully reveal, use and develop the capabilities of everyone.

Principle 4. Concentration

The concentration of training hours is one of the external characteristics of intensive training. However, the presence of this characteristic does not mean that this training is intensive. The concept of concentration should be expanded, which will allow determining the specifics of an intensive training system. In the conditions of intensive training, when the tasks of teaching oral and written forms of foreign language communication are solved, as a rule, in the shortest possible time, two more factors are fundamentally important: the amount (volume) of educational material and its distribution in the course of study.

Having completed the interpretation of the basic principles related to the problem under consideration, we come to the following fundamental conclusions:

- In the linguistic foundations of the method of activating educational activity in the formation of intensive communication skills in a foreign language, it is important first of all, the laws of the development of natural language, as well as the provisions of progressive theories on the intensification of the process of teaching a foreign language, which in the simplest form allow students to communicate the structural and functional properties of the language.
- When learning foreign language speech material on an intensive basis in high school, the formation of accelerated motivation, which causes an operational need for speech communication in a foreign language, is one of the important factors for achieving success in learning.
- The speech skill formed in collective communication is an automated component of speech skills, the physiological basis of which is a dynamic stereotype developed by intensive speech training.

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