



APPLICATION OF PSYCHOLOGICAL PROCESSES IN ADOLESCENTS DURING THE PROCESS OF LEARNING QUICKLY DEVELOPING LANGUAGES

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Abstract

This article observes the psychological processes in adolescents that occur during the process of learning several foreign languages in addition to their native tongue, which are rapidly developing today, Annotation. This article presents ideas for observing, analyzing, gaining a general understanding of, and implementing the positive effects on adolescents' psyches of the psychological processes that occur during the process of learning several foreign languages in

Keywords: Foreign language, early language learning, psychological characteristics, primary age, adolescence, motivation, self-confidence, language competence, stress reduction, and creating a comfortable learning environment.

Introduction

In today's developing Uzbekistan, it is necessary to learn several foreign languages in addition to one's native tongue. Many young people are approaching this process positively, showing interest and determination in learning various foreign languages. During the language learning process, adolescents experience significant psychological changes.¹ These changes are closely tied to their developmental characteristics, social environment, and teaching methods.

World scientists are unanimous in their view that a child can easily master a foreign language up to the age of 10.² During this period, a child learns languages not by understanding them but mechanically, so the use and pronunciation of a foreign language are easily acquired. However, given that a child is born with the

¹G'oziev, E. G'. *Adolescent and Educational Psychology*. Tashkent: Innovatsiya Ziyo, 2021. – Pp. 45–67.

²Lightbown, P. M., & Spada, N. How Languages Are Learned (5th edition). Oxford: Oxford University Press, 2021. – P. 12–29.



ability to imitate the sounds of any language, many also favor starting this process earlier. Research on the human brain has proven that the period from birth to age three is the most critical period for a child's development. It has also been discovered that the brain of a three-year-old child can process information twice as fast and more effectively than that of an adult. Therefore, according to British experts, introducing a second language to a child within the first year helps them learn it easily. However, in any case, we must not forget that the child's psychological and language acquisition abilities are an extremely important factor.

The child's readiness

Every child is a unique individual, and naturally their developmental stages differ from one another.³ According to psychologists, forcing a child to speak at an early age or trying to develop them by comparing them to their peers often backfires and leads to poor outcomes. When teaching a foreign language to preschool and early elementary school children, it is necessary to take into account their psychological and pedagogical characteristics, namely their curiosity and impatience. It is also necessary to keep in mind that children cannot concentrate on one type of activity for a long time. A parent wants their child to be well-rounded and, in many cases, without considering the child's psychological and physiological readiness, tries to give them assignments in various subjects, teach them a language, or involve them in sports activities. In most cases, when parents fail to achieve the desired result, they try to influence the child by scolding them or comparing them to their peers. However, both of these attempts dampen the child's motivation to learn and cause their interest in the world around them to fade. The role of parents and caregivers in preventing such unfortunate situations is invaluable.

Changes in perception and psychological reception during the language learning process in adolescents

During adolescence, perception becomes more conscious and selectively receptive.⁴ During the process of learning foreign languages, sensitivity to new language sounds, words, and grammatical structures increases; visual and

³G'oziev, E. G'. Developmental and Educational Psychology. Tashkent: Innovatsiya Ziya, 2021. – P. 102–115.

⁴Xolmatova, M. A. Psychological Approaches to Foreign Language Teaching. Tashkent: O'qituvchi, 2022. – P. 33–50.



auditory learning becomes more effective (video, audio, dialogue); and interest in perceiving the language in real-life situations grows.

Development of the memory process

In language learning, the logical type of memory predominates.⁵ In this process, adolescents try to remember words by their meaning rather than mechanically. Memorization is enhanced through association, comparison, and context. Another key aspect of language learning is that understanding and internalizing rules increases effectiveness.

Thinking, changes in the thought process

During this period, abstract and logical thinking develops.⁶ The ability to analyze and generalize the grammatical rules of the foreign language being studied develops. During adolescence, adolescents in the language-learning process compare language structures (their native language and the foreign language). Challenging tasks and debates in the process activate thinking.

Changes in the attention process

One of the most important aspects of the foreign language learning process is the relative stabilization of attention.⁷ Engaging and interactive activities hold attention; games and role-playing exercises enhance it.

Emotional State and Motivation

Language learning has a strong impact on adolescents' emotional state.⁸ Successes achieved in the process boost self-confidence; harsh criticism of mistakes, however, intensifies fear and shyness. Success, encouragement, and support resulting from actions taken foster intrinsic motivation.

⁵Gregersen, T., & Mercer, S. The Routledge Handbook of the Psychology of Language Learning and Teaching. London: Routledge, 2023. – P. 88–110.

⁶Lightbown, P. M., & Spada, N. How Languages Are Learned (5th edition). Oxford: Oxford University Press, 2021. – P. 74–92.

⁷Xolmatova, M. A. Psychological Approaches to Foreign Language Teaching. Tashkent: O'qituvchi, 2022. – P. 61–78.

⁸Gregersen, T., & Mercer, S. The Routledge Handbook of the Psychology of Language Learning and Teaching. London: Routledge, 2023. – P. 145–162.



Socio-psychological changes

In the era of globalization, every adolescent who approaches the study of foreign languages with interest and strong motivation feels the need to communicate.⁹ Adolescents' desire to express their thoughts through language intensifies. Group work and communicative exercises increase social engagement. For them, knowing a foreign language becomes a means of self-expression.

Conclusion

The future development of children into well-rounded individuals and mature professionals, as well as their growth with high aspirations, depends first and foremost on the family environment, community support, and the education and upbringing they receive at an institution of higher learning. Therefore, every piece of knowledge acquired, skill developed, and scientific-practical process observed during adolescence is of great importance to each adolescent. After all, our ancestors did not emphasize for nothing: "Knowledge acquired in youth is like a carving on stone." For this reason, in today's developing Uzbekistan, all favorable conditions have been created not only to avoid being limited to one's native language but also to study the foreign languages of leading countries. At the same time, the study of foreign languages is initiated at a young age. This is because the language learning process positively impacts the development of psychological processes in adolescents, such as **perception, memory, thinking, attention, emotion, and motivation**. Therefore, it is important to consider the psychological characteristics of adolescents in the educational process and to use interactive and motivating methods.

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⁹Ghaziev, E. G'. Developmental and Educational Psychology. Tashkent: Innovatsiya Ziyu, 2021. – P. 189–204.