



Strategies of Psychological Approach in Teaching a Foreign Language

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Abstract: This article gives data about a variety of approaches that are commonly used in teaching a foreign language and strategies of psychological approach in the process of teaching a particular language. Also, applying these approaches to teaching environment is presented, and reliable examples are provided as well.

Keywords: foreign language, approach, cognitive skills, language learning, language acquisition.

I. INTRODUCTION

Teaching a foreign language is a challenging but rewarding experience. It requires a deep understanding of the language itself, as well as effective teaching strategies and techniques that help students learn and retain the material. In this essay, we will explore some important aspects of foreign language teaching, including curriculum development, teaching methods, and assessment. The first step in teaching a foreign language is to develop a curriculum that covers the basic grammar, vocabulary, and cultural aspects of the language. This curriculum should be tailored to the needs and interests of students, taking into account their age, skill level and learning style. One effective approach is to use a communicative language teaching (CLT) approach that emphasizes real-life communication and interaction. This involves creating activities and exercises that simulate real situations, such as ordering food at a restaurant or asking for directions on the street. By giving students opportunities to practice using the language in context, they can retain the material and develop their speaking and listening skills. Once the curriculum is developed, the next step is to choose teaching methods that will engage and motivate students. One of the effective methods is the use of different teaching methods, such as visual aids, working in groups, and role-playing games. This helps keep students engaged and engaged while supporting a variety of learning styles. Another important aspect is the use of technology in language teaching. This may include online resources such as language learning apps, virtual classrooms, and interactive multimedia materials. These tools help supplement classroom learning and provide students with additional opportunities to practice and strengthen language skills. Assessment is an important part of any language teaching program. This helps measure student progress and identify areas where additional support is needed. There are several types of assessment in language teaching, including formative assessment (such as quizzes and homework) and summary assessment (exams and oral presentations). One effective approach is to use performance-based assessment that requires students to demonstrate their language skills in real-life situations. For example, students may be asked to participate in a role-playing exercise or to give a presentation on a topic related to the language they are learning. These types of assessments more accurately reflect students' language proficiency and help prepare them for real-life communication situations. Teaching a foreign language requires a combination of language expertise, effective teaching strategies, and assessment methods. Modern teacher should develop such professionally significant personal qualities as: conviction, professional ethics, goodwill,

honesty, active life position [1]. By developing a tailored curriculum, using a variety of teaching methods, and using effective assessment methods, teachers can help their students develop the language skills they need to communicate effectively in the target language. Although it can be challenging at times, teaching a foreign language is a rewarding experience that opens up new opportunities for both teachers and students.

II. METHODS

Teaching a foreign language is a complex process that requires careful consideration of different approaches to ensure effective student learning. There are several approaches to teaching a foreign language, each with its own strengths and weaknesses. In this essay, we will look at the most common methods of teaching a foreign language, including grammar-translation, audio-lingual, communicative and task-based approaches.

A grammar-translation approach

The grammar-translation approach is one of the oldest methods of teaching foreign languages. This includes focusing on grammar rules and memorizing vocabulary through translation exercises. This approach is often criticized for neglecting communication skills and relying on memorization. However, the grammar-interpretation approach can be useful for students who need a strong foundation in grammar rules and vocabulary before moving on to more communicative approaches. It can also be effective for teaching reading and writing skills, which are important components of language learning.

An audio-lingual approach

The audio-lingual approach became popular in the mid-20th century and focuses on developing oral communication skills through repetition and drill. This approach emphasizes the importance of correct pronunciation, grammar, and vocabulary. An audio-lingual approach can be effective for students who need to quickly develop listening and speaking skills. However, this can be repetitive and boring for some students, and it may not give students enough opportunities to use the language in real life.

Communicative approach

The communicative approach is a recent work in language teaching that emphasizes the importance of using language in real-life situations. This approach focuses on developing communication skills through interactive activities and authentic materials. A communicative approach can be effective for students who want to develop speaking and listening skills in a more natural way. This gives students the opportunity to use the language in context, which helps them retain the material more effectively. However, it can be difficult for teachers to design effective communicative activities and it may not pay enough attention to grammar and vocabulary.

A task-based approach

The task-based approach is a recent development in language teaching that focuses on developing language skills through practical tasks. This approach emphasizes the importance of using language in real-life situations and allows students to use language in context. A task-based approach can be effective for students who want to develop their language skills in a more practical way. This gives students the opportunity to use the language in context, which helps them retain the material more effectively. However, it can be difficult for teachers to design effective tasks and it may not focus enough on grammar and vocabulary. The teacher acts in this process not only as a specialist in teaching a foreign language, but also as an intermediary between the native and foreign language culture, as an expert in the possibilities and technologies of intercultural learning [2]. There are several approaches to teaching a foreign language, each with its own strengths and weaknesses. The choice of approach will depend on the needs and goals of the students, as well as the preferences and experience of the teacher. By considering different approaches to foreign language teaching, teachers can design effective language learning programs that meet the needs of their students and help them achieve their language learning goals.

Psychological approach

A psychological approach to foreign language teaching focuses on understanding how students learn and how their cognitive processes can be optimized to facilitate language acquisition. This approach recognizes that language learning is a complex process that involves not only the acquisition of new vocabulary and grammar rules, but also the development of cognitive skills such as memory, attention and perception. In this essay, we explore a psychological approach to foreign language teaching and some strategies that can be used to optimize language learning.

III. RESULTS

The psychological approach to foreign language teaching recognizes that language learning is a complex process involving several cognitive processes. These cognitive processes include attention, memory, perception, and executive functions. Attention is the ability to focus on relevant information while filtering out distractions. Memory is the ability to store and retrieve information. Perception is the ability to interpret sensory information. Executive function is the ability to plan, organize, and complete tasks. A psychological approach recognizes that these cognitive processes are interrelated and that they play a crucial role in language learning. For example, attention is needed to focus on new vocabulary or grammar rules. Memory is necessary for storing and retrieving this information. Perception is essential for interpreting spoken or written language. Executive function is essential for planning and organizing language learning tasks.

A psychological approach to foreign language teaching recognizes that language learning can be optimized using strategies that target these cognitive processes. Some strategies that can be used include:

1. **Attention strategies:** Attention strategies are aimed at helping students focus on relevant information and filter out distractions. Examples of attention strategies include using visual aids such as pictures or videos, highlighting key vocabulary or grammar rules, and using interactive activities that require active participation.
2. **Memory strategies:** Memory strategies aim to help students retain and retrieve information more effectively. Examples of memory strategies include repetition, mnemonics, and spaced repetition.
3. **Perceptual Strategies:** Perceptual strategies aim to help students interpret sensory information more effectively. Examples of perceptual strategies include using authentic materials such as videos or podcasts, using context to help students understand new vocabulary or grammar rules, and using visual aids such as diagrams or tables.
4. **Executive Function Strategies:** Executive function strategies aim to help learners plan, organize and complete language learning tasks more effectively. Examples of executive function strategies include setting goals, breaking tasks into smaller steps, and giving feedback on progress. A psychological approach recognizes that these strategies can be used together to optimize language learning. For example, a teacher can use visual aids to help students focus on new vocabulary or grammar rules, use repetition to help students retain and retrieve this information, use context to help students interpret the meaning of new words, and provide feedback on progress. helping students plan and complete language learning tasks more effectively.

IV. DISCUSSION

As it is stated by Cold, learning to communicate in a foreign language, taking into account cognitive styles, means creating conditions for updating the existing system of stylistic features of intellectual behavior, but also expanding the composition of stylistic behavior by mastering different styles at different levels of stylistics. . behavior, as well as the interaction of different cognitive styles in learning any educational topic, mastering concepts and solving problems [3]. The linguistic-psychological approach believes that remembering individual words with their translation is an ineffective method, because human thinking is associative, and the memory is not a word, but a process. It is recommended to memorize whole texts, not just one word. At the initial stage of training, these may be small dialogues. Then their complexity and size increase. As the teachers say,

the main point in this case is not repetition, but memorization, because when retelling, the student involuntarily remembers the content of the text in his native language and mentally translates it, which prevents repetition of speech. In memorization, he plays ready-made clichés and then applies them to the right situation, which is also an element of immersion. This technique works at any level of education.

V. CONCLUSION

In conclusion, it can be said that the psychological approach to teaching foreign languages recognizes that language learning is a complex process that includes several cognitive processes. By understanding how these cognitive processes work and using strategies that target them, teachers can optimize language learning and help students achieve their language learning goals. The psychological approach recognizes that language learning is not just about acquiring new vocabulary or grammar rules, but also about developing cognitive skills necessary for success in other areas of life. Using a psychological approach, teachers can help students develop these skills to achieve their language learning goals.

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