

PSYCHOLINGUISTIC BASIS OF INTENSIFICATION OF TEACHING FOREIGN LANGUAGE IN NON-LINGUISTIC INSTITUTIONS

Panferova Irina

Tashkent State Pedagogical University

UZBEKISTAN

ABSTRACT

In the framework of this article, we have tried to present a description of the ways of the possible psychological intensification of teaching foreign language which can influence on the result of foreign language acquisition and how to implement them in the educational process in non-linguistic institutions. By analyzing this study, we have suggested some planned activities which have greatly helped foreign language students raise their ability to learn the target language and at the same time can also encourage second foreign language teachers to find a better way to conduct their teaching. Since the psycholinguistic approach to teaching foreign language involves the constitutional basis for determining the specific psychological directions and principles of the organization of language instruction, separate functions of professional linguistic material and language activity. The analysis of psychological and pedagogical studies of intensification of professionally oriented foreign language teaching in non-linguistic institutions shows that this problem is psychological and pedagogical, as it requires taking into account both psychological factors and personality characteristics (motivation, readiness for learning foreign language, activity, independence development and so on), and the need for a specially organized, purposeful pedagogical process that includes psychological approaches, principles, organizational and pedagogical conditions, methods, and means for realizing the goals and objectives of professionally oriented education according to the specialization of future profession.

Keywords: Psychological features, foreign language acquisition, language activity functions, professional education.