

**PSYCHOLOGICAL PREREQUISITES AND GENERAL
CHARACTERISTICS OF THE METHODOLOGICAL SYSTEM**

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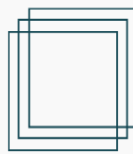
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Annotation

The article examines the system of communication between the teacher and students, which is developing in the mainstream of the method of activating the capabilities of the team and the individual, in the study group such a psychological atmosphere is created and maintained where such important social and psychological needs of people as the need for recognition are realized to one degree or another respect, attention from others, authority. It also further stimulates the educational and cognitive activity of students.

Key words: activation and intensification, educational process, personal abilities of a person, personal abilities of a teacher.

Now that we have working definitions of intensive learning and activation, we can give a more detailed rationale for the name of the methodological training system in question. It is intensive because it involves strengthening the activity of the teacher, students, their educational communication and interaction in order to accelerate the assimilation of knowledge, the formation of skills and abilities of foreign language communication. The natural reduction in the duration of training, which occurs at the same time, an increase in the volume of knowledge acquired during the same time, the acceleration of the formation of skills and abilities act not as essential characteristics of the definition of the system, but as conditions, results and consequences of the activation of the activity and interaction of the teacher and students among educational process. Its activation and intensification occur due to the more active use of the psychological, personal capabilities that the teacher and the student have, as well as the social and psychological capabilities that are inherent in the system of interactions and relationships characteristic of a developed educational team. The concept of "student's capabilities" is associated with the problem of the relationship between potential and actual in the development of personality. At one time in the psychology of learning in relation to the diagnosis of the level of mental development of the child, this problem was solved by L.S. Vygotsky through the introduction of the concept of "zone of proximal development", denoting the already existing, but not yet realized, possibilities of the child's intellectual development, which can be actualized with the help of an adult. A kind of "zone of proximal

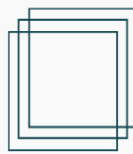


development", i.e. the opportunities for the accelerated acquisition of language knowledge, the formation of skills and communication skills, apparently, any adult student has. However, in various types of individual, traditional education, these opportunities are not realized or are not fully realized. The optimal conditions for their implementation are created by a team, a system of specific effective interactions and special interpersonal relationships that are developing in it, "revealing" and actualizing in the personality its best sides, contributing to its learning and development. The potential here becomes relevant due to the specific psychological microclimate of the educational team, i.e. favorable external conditions, and the result of development is largely determined by them.

The adult personality has certain "inclinations", not yet fully frolicked advantages or disadvantages, which can be actualized under the influence of a group or collective, into which this person falls. The system of interpersonal interactions or relationships, which form the basis of the psychological microclimate of the corresponding group or collective, acts on a person in much the same way as the physical climate on a plant. In each group or collective, the personality manifests itself to one degree or another one-sidedly, mainly in those properties of the traits that are set and supported by the norms that have developed here. They, these properties and traits, receive further development, and the rest, not actualized, remains in potency. A person's personal abilities never reach the limit of their development and are able to improve throughout the entire human life. Each achieved level of their development can be viewed not only from the position of the realized, but also from the point of view of what else can be achieved. This constitutes the sphere of possibilities for a person's personal development, within which it is possible, by analogy with intellectual development, to distinguish again the "zone of proximal personal development", i.e. to determine those potential opportunities that can be actualized in suitable socio-psychological conditions. Such conditions are created by the "transformation" of the study group into a study group with its system of effective interpersonal interactions and collectivist relationships.

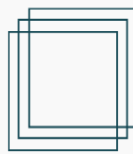
The sphere of the potential performs the most important determining function in the development of personality. It serves as a source of meaning formation. One of the forms of potential are the goals, aspirations, ideals of a person. So, S.L. Rubinstein emphasized that a person as a person is characterized not only by what he is, but also by what he wants to become, what he actively strives for, i.e. he is characterized not only by what has already taken shape and functions in his personality, but also by what constitutes the sphere of development opportunities. Favorable conditions that contribute to the realization of the individual's capabilities are sometimes called "amplifiers." Their role is that they actualize and develop potencies, each time combining their combinations in their own way.

The transformation of potential opportunities into actual features and vice versa is



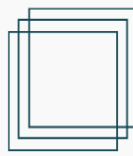
one of the essential mechanisms of personality development, characterizes its dynamics and movement. "Potential and actual personality traits are essentially two sides of a developing personality. This development acts as a dialectical process of the transition of the potential into the actual and the actual into the potential. Potential personality traits are the cumulative result of her actual life activity". It would be wrong to imagine that a person is always aware of his possibilities or ways and ways of their realization. A person is often unaware of the presence of certain abilities. When a vital necessity arises and the presence of suitable conditions, the possibilities of the individual can open up. This happens when the goals associated with them become personally significant. In this case, the mobilization of the forces and resources of the individual takes place, the identification of hidden reserves, often unknown to herself. The personal capabilities of the teacher and students in learning are understood to be those that are manifested in the activation of educational and cognitive activities. They are usually little used in other teaching methods. Such opportunities include an increase in interest in learning on the part of the teacher and in the assimilation of knowledge on the part of the student due to the inclusion in their activities of additional positive incentives and motives, such as, for example, the possibility of developing their own personality (the ability to speak in front of the audience on the part of the teacher and the ability make contacts and communicate with people from the student's side). It is this kind of content that we put into our understanding of "student empowerment." The process of activating the potential in the personality of the student is ensured by the organization of joint creative educational activities of the teacher and students in intensive training. This activity and the system of interactions (communication) and relationships that develop in it create a background against which new interests and needs are then formed, abilities develop, and a new attitude to the subject of activity arises. Trainees are involved in learning activities with a definite, pragmatically limited goal and a different initial level of interest. The special organization of the educational process in intensive training contributes to the emergence of new goals and interests of students. A.N. Leont'ev, clarifying what it means to make something interesting for a person, wrote: "This means: 1) to make effective or create a new motive, and 2) to make the desired goal. In other words, in order to arouse interest, you need to create a motive, and then open the possibility of finding a goal. "

S.L. Rubinstein attached equal importance to interests, believing that they are "a prerequisite for learning and its result. Therefore, interests serve, on the one hand, a means that a teacher uses to make teaching more effective, on the other hand, interests and their formation are the goal of pedagogical work. "It is hardly possible to say more precisely about the significance of this phenomenon in the educational process. A vivid model of learning, where interests are a prerequisite, goal, means and result, can be considered intensive teaching of foreign languages by the method of



enhancing the capabilities of the team and the individual. Rich practice and experimental research have shown that in almost 100% of cases, students who learn using this method noted an increase in interest. Other studies have shown that if at the beginning of learning, students are interested in individual achievements and are indifferent to the success of other group members, then the student realizes the benefits of the study group for himself, and in the end, the problems of the group as a whole become just as significant for him. Thus, the emergence of new needs, a change in motives in the course of educational activity is another factor in ensuring the transition of the potential into the actual, i.e. there is an enrichment of the personality. Thus, we can say with confidence that intensive training really forms an active, creative personality in learning and confirms the position of the infinity of a person's personal development. With the use of the method of activating the capabilities of the individual and the team, not only reliance on the dynamics of the potential and actual in the individual is associated, but also attention to the possibilities of intensification and activation of learning that the study group has as a team. Among the stimulating influences of this kind, we first note that group intensive training contributes to the emergence of additional, social and psychological stimuli for learning in the individual. First, we are talking about a kind of group psychotherapeutic effect that this method has on the teacher and students and which has already been experimentally registered in a study conducted by E.V. Moseiko. This also includes positive changes in the personality of trainees that occur in the learning process using this method and were also noted in a special study carried out by I.E. Nelisova. The potential opportunities inherent in the educational system itself are emphasized by the teacher from the first lessons in practice and, to one degree or another, are realized by the students, becoming additional stimuli for their educational and cognitive activity.

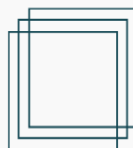
Finally, the very prospect that actually arises before students in a relatively short period of time to master the skills of foreign language communication, which rather quickly receives reinforcement in the successes achieved, provided by the concentration of educational material and the most intensive work in the first lessons, is another, albeit traditional, but reinforcing its own. influence by motive. So, under the activation of the capabilities of the individual is understood, first of all, the strengthening of the motivation for learning, and through it - and educational and cognitive activity in general. Its usually little or not fully utilized reserves in teaching foreign languages are all that was discussed above and what else we will talk about further. In the collective, more precisely, in the system of interactions and relationships that develop in the learning process between the teacher and the students, there are large, but also insufficiently used learning reserves. The activation and intensification of communication between the participants of the educational process contributes to the acceleration of the exchange of information, the transfer



and assimilation of knowledge, skills and abilities. A student learning a language from a textbook perceives and assimilates only what is in its text. By entering into active communication with the teacher and group mates, he additionally receives and can assimilate knowledge, adopt the skills and abilities that they have. The group, the team have the appropriate additional opportunities for the student. When the very organization of the process of interaction of communication in a group is scientifically substantiated and thought out, then additional opportunities open up for students in the assimilation of knowledge and the formation of skills and abilities. Our methodological system is a method of enhancing the capabilities of the team, since it is in it that the communication of the teacher and students is organized thoughtfully and consciously. Another and no less important reason for the name of the system is that it is focused on the accelerated transformation of the study group into a team, on the formation in it of a system of educational and personal relationships between the teacher and students, based on collectivist principles. Many outstanding teachers, starting with A.S. Makarenko, unanimously stressed that the formation and development of a personality can truly occur only in a team and through a team. Consequently, in order for the teacher to be able to actively use the motivational reserves available in the student's personality, to activate them and to actualize the incentives inherent in the team, he must take care to turn the study group with which he is dealing into a team as soon as possible. This is facilitated by the norms introduced into the system of relationships in the study group by the teacher, demonstrated by him and supported by the appropriate reward system. It should be noted that the collective-forming effect of training by the method of enhancing the capabilities of the collective and the individual is just as experimentally reliably confirmed as its "personality-mobilizing effect."

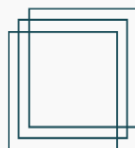
Intensive training in the unity of two functions - formative (upbringing) and teaching, organized as a creative active activity, contributes to the development of an independent creative personality, and collective forms of intensive training help to develop the "second type of intelligence", which has great social significance.

This refers to the relationship of people, their ability to solve the problems of interpersonal relations, which is absolutely necessary, provided that communication with other people takes a significant place in the life of everyone. In addition, in intensive learning it is necessary to find such methods of work that rely on the semantic component of logical memory, which activates the thinking of students. In this regard, intensive training involves the inclusion of the student from the very first lesson into active thinking through specially organized active learning. Favorable conditions are created for involuntary attention and memorization of the material. It is taken into account that the emotionally colored, personally meaningful is remembered better, and the combination of the visual-sensory and abstract-logical components of the presentation of the material (the provision of two-dimensionality)



contributes to the effectiveness of memorization. The entire system of introducing educational material reflects the correct specially organized alternation of imprinting and reproduction, which is carried out in controlled speech learning. The psychohygienic effect of intensive training is of particular importance. The activation of the trainee's capabilities is, as it were, a compensatory psychological mechanism that counteracts the crisis. This is greatly facilitated by the inclusion of the trainee in the process of communication and learning, in which play, play activity, being like a form of this process, at the same time remains "an important type and level of functioning of a person's personality." So, the methodological system of intensive training consists of two stages - cycles, the passage of which is possible both sequentially and intermittently from two weeks to a year. A break is possible, since the first stage is organized as a complete training, involving the solution of two tasks: the main task is to teach foreign everyday communication on the basis of a selected dictionary of 2500-2800 vocabulary units and the entire normative grammar of spoken language, and the additional task is to teach reading adapted and original literature. In terms of ensuring the transition to the second stage of learning after a break, even if it lasts a year, the solution of this second learning task turns out to be the main one, since independent reading of fiction not only maintains the stock of active and passive vocabulary that was achieved at the end of the first stage of learning, but also enriches the passive vocabulary of the learner. The second stage of training, advanced, is built on the basis of 2000-2500 vocabulary units and at a higher complex syntactic level of the language. The new grammatical material concerns mainly syntax and provides for the analysis of the phenomena inherent in written speech in the spheres of socio-political and general scientific. This stage provides the solution to several tasks:

- 1) Teaching detailed, reasoned, monologic statements in the context of everyday, socio-political and general scientific communication;
- 2) Teaching translation from a foreign language into a native language of texts of socio-political and general scientific content;
- 3) Teaching to read original fiction, newspapers and texts of a general scientific nature. The solution of these problems of the two stages of training is provided, first of all, by the volume of the source dictionaries and its distribution in time, i.e. the prerequisites for intensive short-term training are preserved: the maximum amount of material for the implementation of the assigned tasks and the minimum time period and maximum concentration in time. A side effect of this organized teaching is the minimum extracurricular work of the students. Mainly, this condition remains at the first initial stage of training, which is associated with the need for a high concentration of studies in time, and therefore, the lack of real free time to do this work. But this is also due to the fact that during the initial stage of education there is still no opportunity to give students homework, which requires a creative independent solution. Therefore, the homework of this period of study is limited mainly to the



student's independent work with audio material (recording of educational texts) and the performance of 2-3 exercises. Another type of homework is effective - "correspondence" with group members and the teacher. This type of work is stimulated in the same way as class work, by communicative tasks, but the performance in this case is of a purely individual character. At the second stage of training, thanks to the classes distributed in time, as well as in connection with the ability of the trainees to independently creatively get acquainted and process new unfamiliar material (texts of a different nature), it becomes possible and necessary for the students to do homework. This work is also subordinated to communicative tasks aimed at students' independent creative solution of any questions or problems. These questions and problems are related to the sphere of personal, often professional interests of the trainees. The execution time of these tasks is not regulated, since their implementation is purely individual.

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