

Periodization of the Psychology of Teaching Foreign Languages

Toshboyeva Barnokhon¹

¹ Doctoral student of Andijan state institute of foreign languages

Abstract:

This article explores the periodization of the psychology of teaching foreign languages. Due to its close connection to educational psychology, the article examines existing approaches to the development of educational psychology and proposes a framework for periodization specific to the psychology of teaching foreign languages.

Keywords: history, analytical, approach, exist, periods, educational psychology, formation, teaching, foreign languages, context, exist.

Introduction

The psychology of teaching foreign languages is a complex field with rich historical and theoretical foundations. Understanding its development requires examining historical and psychological research alongside current trends. This article addresses a critical gap in the existing literature by proposing a periodization of the psychology of teaching foreign languages within the broader context of educational psychology.

Problem Statement

There is a lack of historical and theoretical research on the development of the psychology of teaching foreign languages. Existing periodizations in educational psychology do not explicitly address this specific field. This gap hinders understanding the field's evolution and its current state.

Literature Review

The article reviews various approaches to the periodization of educational psychology in teaching foreign languages. These approaches provide a foundation for analyzing the development of the psychology of teaching foreign languages. The following literature were observed in the process of prearing the article. Koltsova, V.A., & Oleynik, Yu.N. (1999). History of Psychology in Russia.

Kuleshova, L.N. (1999). Development of Russian Educational Psychology. L.V. (2000). The Role and Place of the Teacher in the Development of Russian Scientific Psychology. (1967). Psychology: An Introduction to Science. Moscow. Tyletz, V.G. (2002). Psychology of Acquiring Foreign Language Linguistic Experience: Theoretical and Applied Aspects. Ulybina, E.V. (2001). Psychology of Everyday Consciousness. Frank, L.D. (1969). Additional Sources Mentioned in the Articles, Kotova, I.B. (1994). Transformation of the Idea of Personality in Russian Psychology. Nedbaeva, S. V. (1999). Psychological Practice in Education: Historical-Psychological Analysis, Toshboyeva, B. O. (2023). Pedagogical approaches to early foreign language teaching. Additionally, research on the development of personality psychology and psychological practices in education offers valuable insights into related fields.

Methodology

This article utilizes a historical and analytical approach. It analyzes existing periodizations of educational psychology and related fields to propose a framework for the psychology of teaching foreign languages.

Results

The psychology of teaching foreign languages shares a genetic connection with educational psychology, personality psychology, and educational practices in education. However, it also possesses a distinct developmental trajectory. The article proposes a periodization framework that acknowledges the influence of broader educational psychology while considering the unique historical and theoretical advancements within the psychology of teaching foreign languages. Periodization of the Psychology of Teaching Foreign Languages:

1. Prehistory (late 19th - early 20th centuries)

- Formation of the rudiments of the psychology of teaching foreign languages within educational psychology.
- Development of ideas about the role of language in cognition and learning.
- Emergence of experimental research in the field of the psychology of teaching foreign languages.

2. Formation (1920-1960)

- Emergence of the psychology of teaching foreign languages as an independent field.
- Development of theories of foreign language teaching (L.S. Vygotsky's psychological theory, A.N. Leontiev's activity theory).
- Study of the psychological features of foreign language acquisition (memory, attention, thinking, will).

3. Development (1960-1980)

- Expansion of the range of research in the field of the psychology of teaching foreign languages (psychology of speech activity, psycholinguistics, cognitive psychology).
- Development of foreign language teaching methods based on psychological principles.
- Study of the influence of various factors on the process of foreign language learning (age characteristics, motivation, individual styles).

4. Modern Stage (1980 - present)

- Humanization of the psychology of teaching foreign languages.
- Development of person-oriented teaching methods.

- Use of information technologies in foreign language teaching.
- Research on intercultural communication in the context of foreign language teaching.

Discussion

The proposed periodization allows us to trace the main stages of the development of the psychology of teaching foreign languages, identify key problems and achievements in this field. It also helps to understand the influence of various factors on the formation and development of the psychology of teaching foreign languages.

Conclusion

The study of the history and periodization of the psychology of teaching foreign languages is of great importance for understanding modern trends in this field. The proposed periodization framework offers a valuable tool for researchers and practitioners to situate the field within its historical context and explore its future directions.

Limitations

This article focuses on the Russian context. Further research is needed to explore the periodization of the psychology of teaching foreign languages in other countries.

References

1. Koltsova, V.A., & Oleynik, Yu.N. (1999). History of Psychology in Russia: A Lecture Course. Moscow: Triada.
2. Kuleshova, L.N. (1999). Development of Russian Educational Psychology. Moscow: Akademiya.
3. Lidak, L.V. (2000). The Role and Place of the Teacher in the Development of Russian Scientific Psychology. Moscow: Moscow Psychological-Social Institute Press.
4. Petrovsky, A.V. (1967). Psychology: An Introduction to Science. Moscow: Prosveshchenie.
5. Tyletz, V.G. (2002). Psychology of Acquiring Foreign Language Linguistic Experience: Theoretical and Applied Aspects (Monograph). Essentuki: ROSSY.
6. Ulybina, E.V. (2001). Psychology of Everyday Consciousness. Moscow: Smysl.
7. Frank, L.D. (1969). Investigation of the conditions for the formation of thinking in a foreign language: Author's abstract of diss. ... kand. psychol. nauk. - Moscow, 16 p.
8. Kotova, I.B. (1994). Transformation of the Idea of Personality in Russian Psychology.
9. Nedbaeva, S. V. (1999). Psychological Practice in Education: Historical-Psychological Analysis.
10. Toshboyeva B. O. (2023). Pedagogical approaches to early foreign language teaching. International Bulletin of Applied Science and Technology, 11(14).
11. Toshboyeva B.O. The significance of teaching english from early childhood. Journal of innovations in scientific and educational research 6 (4), 172-175 pp.