



Psychological Factors Of Learning English In 5th Grades

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ABSTRACT

The article is devoted to the analysis of psychological factors affecting the process of learning English in 5th grades. The paper examines the peculiarities of the psychology of younger schoolchildren, their cognitive and emotional characteristics, as well as the influence of these factors on the success of mastering a foreign language. Effective methods and approaches that help to take into account the psychological characteristics of children to improve the learning process and achieve high results are described.

Keywords:

foreign language, primary school age, psychological characteristics, "interlanguage" mastery, "contrastive" mastery, "identical" mastery, educational process

INTRODUCTION

A foreign language serves as a tool for learning the worldview, getting to know the values created by other cultures and peoples. At the same time, it opens the door to an awareness of the uniqueness and originality of one's own national identity, as well as to an understanding of the historical achievements of other cultures. Throughout their lives, people develop their language skills, enriching them and comprehending new facets of linguistic wealth. English, as a means of international communication, plays a key role in the dialogue of cultures in the modern world and requires students to master communication skills in a foreign language. Primary school age is considered the most appropriate period for the formation of the basis of speech and language skills, as well as motivation for learning, which becomes important for further study of foreign languages.

L. S. Vygotsky pointed out that children begin school with a relatively less developed intellectual function compared to more mature

functions of perception and memory. However, it is the school that becomes the place where the child's intelligence develops especially actively. During this period, the teacher plays a key role. The modern organization of the educational process has become more diverse, and changes in the content, teaching methods and approaches to the organization of cognitive activity open up the opportunity to reveal different aspects of thinking among 5th grade students. The psychological characteristics of primary school children provide them with advantages when learning English. Primary school age students study foreign languages mainly indirectly and on a subconscious level. Although their concentration of attention remains short-lived and the amount of attention is small, these abilities gradually develop as they grow up. Since it is difficult for children of this age to distribute attention and quickly switch between activities, it is important for teachers to smoothly organize transitions from one task to another within the lesson. The long-term memory of younger schoolchildren is well

developed, which allows them to preserve the studied material for a long time.

Emotions play an important role in the speed and quality of memorization: vivid images and strong emotional experiences significantly enhance this process. Therefore, children easily memorize songs, poems and stories that arouse their interest and emotional response. When learning English by younger schoolchildren, not only psychological, but also anthropological factors are important. These factors are related to the fact that children gain experience of learning about the world around them, communication and socialization of personality. Natural openness and curiosity help students to actively perceive everything around them, which contributes to their personal development. Thanks to information technologies, the world is becoming "closer", and every child gets the opportunity to come into contact with the linguistic and cultural characteristics of other countries and their native speakers. Ignorance of languages and foreign cultures can become an obstacle to effective communication with their native speakers. To avoid the formation of fear of interacting with native speakers, it is important to involve students in learning foreign languages through familiarity with different cultures. Of course, it would be naive to expect primary school students to fully understand the importance of learning foreign languages. However, the main task is to help children understand that the world is multifaceted, multilingual and multicultural. The analysis of the results of tests, verification and final works shows that the majority of primary school graduates do not achieve the proper level of knowledge, skills and abilities in a foreign language.

METHODS AND RESULTS

Observations of students in the classroom, surveys of English teachers working in the lower grades, as well as feedback from parents confirm that younger students face many difficulties in the process of studying this subject. This situation is due to the fact that the peculiarities of primary school age are not sufficiently taken into account when teaching foreign languages. Understanding the age

characteristics of students allows the teacher to plan the lesson correctly, taking into account the psychological and physiological aspects. This helps to anticipate the limits of children's performance, notice their overload in time and prevent a decrease in the effectiveness of educational activities. It also contributes to the correct selection of educational material, the choice of teaching methods and techniques, motivation of educational activities and the creation of conditions for the social development of the child through the studied foreign language. An important aspect is the knowledge of the psychological and physical characteristics of younger students, which helps in determining the lesson planning strategy. The specific features of primary school work are dynamism, purposefulness, a clear allocation of time, a harmonious combination of play and learning activities, emotional saturation, interdependence of mental and practical activities, as well as a gradual transition from collaboration with a teacher to independent learning. When teaching English to 5th grade students, it is especially important to ensure the practical application of their knowledge, skills and abilities. To do this, it is not enough for the teacher to limit himself to standard exercises and tasks. He must apply teaching methods and technologies that give students the opportunity to reflect, express their thoughts, solve problems and talk about possible solutions to the problems presented. In the lessons, it is important to focus on such forms of education that allow each student to be actively involved in the educational process, stimulate the desire to participate in speech communication and increase interest in learning the language and culture of another country. An English teacher can use various teaching tools, techniques and methods to make lessons more effective and exciting:

- the method of communicative language teaching;
- innovative methods of teaching English;
- brainstorming;
- gaming technologies;
- project method;
- creative tasks;
- lesson-performance;

- the lesson-holiday;
- an interview the lesson is.

The founder of the psychological theory of activity and the Russian psychologist A. N. Leontiev determined that children are much more successful in solving their learning goals and achieve them faster if a variety of activities intersect with each other. Also, the teacher needs to be guided by the ways of learning foreign languages and apply them, taking into account the characteristics of the student, so it will be easier for him to identify learning difficulties and achieve better results.

Scientists identify the following ways of mastering a foreign language:

- "identical" mastery focuses on free communication, that is, it makes it possible to study parts of a foreign language in the same sequence as native ones, while great importance is paid to stimulating schoolchildren to build their own statements. This mastery presupposes leniency from the teacher in relation to the mistakes of the students;
- "interlanguage" mastery takes into account all the factors influencing this process, this means that the student, when learning a foreign language, forms his own personal language system, which has the main features of the studied and native language;
- "contrastive" mastery involves being completely under the influence of the native language and is based on interference and transfer of the same linguistic phenomena in both languages, which can be easily mastered by students. It is recommended to pay special attention to the content of educational materials. Topics and contexts related to their native country and culture help younger students relate the language they are learning to their basic knowledge, which is limited due to age and inexperience.

CONCLUSION

It is important for teachers to choose materials that contribute to a deeper cultural understanding of a foreign language. Through creative and diverse activities, children can improve their speaking skills and develop the ability to understand the mentality of people from different countries. A primary school teacher who understands the specifics and

peculiarities of English language teaching well, as well as the individual needs of his students, can effectively overcome difficulties and create comfortable conditions for achieving high results. The problems that arise in the learning process should be perceived as an incentive for the growth of the teacher's professionalism, and not as an obstacle.

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