

The Importance Of Mental Processes In The Development Of Thinking Of Teenagers In English Classes

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Citation: Kurbanova Dilnoza Arslanovna, et al (2024), The Importance Of Mental Processes In The Development Of Thinking Of Teenagers In English Classes, *Educational Administration: Theory and Practice*, 30(5), 5091-5093, Doi: 10.53555/kuev.v30i5.3751

ARTICLE INFO

ABSTRACT

This article highlights comments and opinions on the development of a foreign language and the thinking of youths. How important it is for teenagers to develop thinking is reflected in this article. The development of thinking is more effectively carried out in English classes.

At the same time, the development of thinking is considered as an important factor not only in intensifying the process of teaching a foreign language, but also in the professional growth of pupils.

Key words: thinking, reasoning, thoughts, beliefs, semiotics, competence, discourse.

Introduction

As today's labor market has an increasing need for highly qualified specialists who know a foreign language, who are able to think in solving a wide range of problems in the process of professional activity, it is clear that the content of education must meet new requirements. For this, it is necessary to develop new approaches, methods and technologies with a communicative - speech orientation and introduce them into the practice of the educational process.

Therefore, we are talking not only about teaching a foreign language as a whole system of signs and rules for their use (grammar), but also about teaching speech in this language, developing thinking, through which we can express our thoughts, ideas and topics we understand the use of language to express our ideas.

Materials and Discussions

semiotics (Greek: semeion-sign), it has become traditional to distinguish between language and speech, the methods of information transmission in human society, the characteristics of signs and sign systems. We come from the interrelationship of speech and language, because the large volume of language that speech contains represents understanding. Speech is one of the highest mental functions of a person, which has a communicative orientation, that is, it is directed to communication between people with the help of a special sign system.

H. H. Jinkin states that language and speech structures complement each other and that there is no "speech without language and language without speech" [3].

Linguist, psychologist and teacher I. M. Rummyantseva considered speech from a complex - linguistic-psychological point of view, saying that "language is a means of human communication with other people", as well as "a phenomenon of the human psyche, its highest mental function, a special mental process." emphasized. He writes, "Thus, speech is naturally connected with all other mental processes (feelings, attention, memory, thinking and imagination). All of them affect the emergence and development of speech, contributing it." [5].

Therefore, by teaching people to know a foreign language, we need to teach them not only vocabulary, phonetics and grammar, but also the ability to speak this language. This is not only a pedagogical and linguistic, but also a psychological problem [5]. Therefore, in our opinion, it is impossible to improve the effectiveness of teaching speech in a foreign language without "involving" psychological laws. Improvement of the teaching methodology should also follow this direction. From this point of view, K. D. Ushinsky emphasizes that a teacher must know psychological laws in order to teach successfully and educate a person

[Ushinsky, 1990, p. 36] and even successfully influence the educational process with the best methodological developments. [Ushinsky, 1990, p. 130].

It should be noted that modern approaches to the problems of foreign language teaching methodology are constantly expanding. Today methodological science in this field includes not only the data of traditional sciences such as pedagogy, psychology and linguistics, but also cultural studies, literature, geography, the history of the country of the studied language, as well as linguostatistics, communication theory, information theory, sociolinguistics, logic and based on other information. In Rumyantseva's opinion, "such interdisciplinary, integrative, holistic research, which combines different scientific disciplines and different scientific schools, is of particular importance, because it allows to consider these phenomena from all possible perspectives.. " [5].

Thus, modern speech researchers emphasize that speech is an integrative phenomenon, that is, speech should be taught comprehensively, taking into account pedagogical, linguistic and psychological laws. If we set ourselves the goal of improving the methodology of teaching speech in a foreign language, we should know that only this teaching methodology will be truly effective based on these laws.

Thinking and speech are cognitive mental processes and are closely related to each other. Deep penetration into speech, thinking, as well as other cognitive processes (feelings, attention, memory, imagination) becomes an integral part of speech and is considered the most important of them. According to some scientists (I.S. Vygotsky, P.S. Nemoj), speech is determined by direct thinking. Therefore, both the process of mastering language and speech, as well as the level of their knowledge, depends on the level of development of thinking [5].

Thinking is a high form of human mental activity, the process of reflecting objective reality in the mind: it is a process of higher knowledge that reflects reality more fully and clearly than intuition, perception, imagination. Understanding the characteristics of things and events that are difficult to learn with the means of intuition and perception is the way to understand them with the means of thinking. Thinking activity is manifested in the form of speech. Who thinks well speaks well. In the process of speech communication, reality, things and events help to understand the essence, content, nature and society, based on certain language laws and rules. Otherwise, such questions will arise: I understand. I get it. I understand well. If I don't know. As far as I understand, this is a bug. As far as I understand, this is correct.

According to Russian neuropsychologist T.V. Chernigovskaya: "Our knowledge is necessary for diagnosis, rehabilitation, restoration of various functions of speech. Sometimes people with dysgraphia and dyslexia are forced to relearn their mother tongue. A person can try to control his mind, but he cannot control the physiological and genetic characteristics of the brain. If there is a psychological defect in people's minds, then it needs to be corrected or treated. Neurolinguistics helps to understand the processes of the mechanisms of speech activity, the interrelationship of language, thinking and human consciousness, and the creation of human speech. ... It is possible for linguists to draw general conclusions about the structure of neurological structures and language based on information about the physiology of the brain."

Neurolinguistics is a complex and independent discipline closely related to psychology, neuroscience and linguistics. These three disciplines serve to study the activity of the parts of the brain related to speech in solving general problems of a linguistic person:

- 1) linguistics determines the structural features of natural language, its phonological, morphological, syntactic and other organizational areas;
- 2) psycholinguistics studies cognitive processes that control real-time processing of communicative speech in language structures by the human mind;
- 3) neurolinguistics examines the activity of "mind and brain" to mentally identify the brain structures or neural networks mobilized during the cognitive processing of the functional construction in language.

In these aspects, these three disciplines complement each other.

When talking about the definition of the concept of "development", we should mention that it is very difficult to come to a single interpretation of this concept among the number of existing definitions of this concept today. Development is a philosophical concept that refers to the process of transition from one state to another, more perfect one. There are two different trends of development. One of them is ascending, from simple to complex, from low to high (progressive line), the other is down, from complex to simple, from high to low (regressive line) [brief dictionary of philosophy, p.267]. The main thesis of this theory is that "a child's mental development is related to his upbringing" [Davydov, 1996, p. 82].

I. A. Zimnaya comments on one of these basic principles of modern education: "If the first part of these rules notes the connection between mental development and learning, the second contains the answer to the question "how does it lead?" [6].

In our case, we contribute to the development of professional and personal qualities of a person by developing the intellectual abilities of a person - his creative thinking and also speech in a foreign language. At the same time, we rely on one of the main rules of L. S. Vygotsky: "To teach and develop a person, it is important to pay attention not to what he does not have, but to what he has and what he can rely on when working with him" [5].

S. L. Rubinstein noted: "One or another level of perception, memory, thinking is not just a necessity, but the result of a specific cognitive educational activity in which they are not only manifested, but also formed. It follows that death the learning process must also be a developmental process" [4].

According to L. S. Vygotsky, learning processes and internal development processes have unity, not uniformity. "Although education is directly related, they never go equally and parallel to each other. The most complex dynamic relations are established between the development and learning processes, the formula of which cannot be predicted [2].

Also, "An important feature of learning is that it creates a zone of proximal development in life, that is, it causes, awakens and sets in motion a number of internal development processes. From this point of view, learning is not development. However, until is organized, it leads to intellectual development. It brings to life a number of such processes that would be completely impossible outside of education. Thus, learning is an intrinsically necessary and universal moment in the process of development. It is not natural, but human are historical features " [2].

Conclusion

Effective acquisition of English speech by listeners is ensured by developing the listener's thinking with the help of a developed system of language and psychological exercises. Along with the development of thinking, teaching speech in a foreign language helps to develop the entire cognitive (cognitive) sphere of the listeners. At the same time, teaching foreign language speaking by developing thinking helps the personal and professional growth of the listeners. Development of thinking should be done in every discipline. In addition to the formation of language competences in English classes, it is appropriate to pay attention to the development of thinking.

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