

INTERMEDIATE STAGES OF STUDYING A FOREIGN LANGUAGE

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Abstract: This article provides information about the middle stages of teaching a foreign language and some psychological features of the middle stage of teaching a foreign language.

Key words: foreign language, teaching methodology, middle stage, educational process, psychological characteristics, psychology, linguistics, oral speech.

It is known that the middle stage includes grades VI-VII. These are the important objective factors of the stage, which are the goals, tasks, and volume of language material of VI-VII classes of foreign language teaching. These are one of the important factors of organizing the educational process and choosing the forms of independent research of the subject. One of the unique psychological features of the middle stage is the age characteristics of the students. For students of this age, the desire to act like adults is strong. These are not young children anymore, they feel it. They want adults to treat them like adults. Children of this age often overestimate their own strength. There is a strong desire to behave like adults in their activities and behavior, to be independent in solving some issues. At the same time, children of this age develop their interest in their profession and a differential attitude towards the subjects studied at school. They are educational subjects

—begins to divide into necessary and unnecessary. Humanities are added to the list of mostly useless subjects. Unfortunately, among these subjects, they also include the subject of a foreign language. Why? Children of this age, on the one hand, strive to realize their wishes as soon as possible, and on the other hand, their interest in improving their knowledge weakens. Psychologists say that VI-VII grades develop such forms of thinking as logical sequence, critical eye, and independence. The specificity of the middle stage is determined by the purpose of teaching a foreign language, the characteristics of language learning, the character (volume, complexity) of the language material. Language material is learned mainly in oral speech. That is, by creating an active minimum. The concept of a passive minimum. At this stage, the skills and abilities developed in the IV classes are developed. will be enriched by the experience of individual speech. At this stage of education, students' speech should be meaningful, rich in information, grammatically and lexically correct, and have a motivation to communicate. At this stage, the role and place of teaching changes. While reading is one of the practical goals, it also plays an important role as an independent

form of communication, as a means of obtaining information from written texts. In VI-VII grades, some of the psychological features that we have discussed above allow students to develop independent work skills. The most important form of independent work is home, individual or additional study. In addition, working in the linguophone room, or working with programmed textbooks, performing some tasks of the teacher (for example: preparing a report, preparing a message) and x. It can also be in different forms. In the middle stage, there will be a change in the application of various methods and principles of teaching. For example: the initial stage involves various dynamic games, riddles, and what is said in the speech. includes performing. In the middle stage, the main focus should be on the use of methods and techniques that help increase thinking, speech activity, and initiative in reading and understanding larger texts. At this stage, it is necessary to perform the exercises first without explaining their purpose, not to imitate the chorus, but to perform it after explaining the purpose of the exercise. Another characteristic of middle school students is their decreased interest in speaking. It is necessary to constantly keep them interested in order to carry out oral communication. One of the reasons why they don't take the initiative to speak a foreign language is the primitiveness of the spoken language that is used in these classes. There is no change in class hours. But there are changes and differences in the size and character of the language material. Past Indefinite. Present Indefinite. Present Continuous & Present Perfect. Adjective (its degrees). Participle II- written, done, spoken, gone

Form.

a) Texts about England and English writers

b) dialogues

c) Texts for Synthetic Reading.

1. Forming the plural category of nouns.

2. To discuss the text: b) tell, translate;

3. Grammar: The possessive case of nouns. Participle I, II, The Past Perfect tense.

Texts abbreviated from the books of English writers. (David wants to find his aunt by Oscar Wilde). The main requirements for classes at the secondary level: Viewing or organization of teaching based on oral speech. Another characteristic of this stage is that teaching a foreign language is considered final. For example: 8 years in schools. Reading acquires a more communicative character. At this stage, the text is not only a source of information, but a communicative stimulus that encourages speaking. Complex organization of the lesson. Lexical and grammatical material is carried out on the basis of oral speech with the help of speech samples. But speech samples at this stage are distinguished by their complexity. It includes not only examples of simple sentences, but also examples of compound sentences and dialogues. In order to study the material more deeply, some language units can be studied separately in order to

make them understandable. is placed. At this stage, it is appropriate to divide the language material into groups on a thematic basis in learning oral speech, and to organize the educational process based on related texts in reading. should be used effectively. It is known that the sound-letter relationship is formed in V-VI classes. Pupils have a certain level of listening, comprehension, listening, writing, reading aloud and silent reading skills. Therefore, at this stage, it is necessary to try to use the types of speech activities effectively. For example: the effect of oral speech on reading (without translation), the effect of reading on speaking, the effect of writing on speaking, etc. k. Such reading (Reading) serves as a support for the development of written and oral speech. An increase in consciousness is observed when learning language material.

For example, students of IV-V grades have a strong desire to imitate, while students of VI-VII grades develop a conscious attitude to learning. Therefore, the methodical requirements for the organization of the lesson should be strict. For this, it is necessary that it is interesting and suitable for children's ability (language learning). The organization of learning language material should be built on the basis of conscious, independence, which corresponds to the young characteristics of students.

Forms of independent work.

- a) Considering individual, that is, strong and weak students;
- b) Giving a frontal individual task (working with different texts that can be read inside (silent reading); using different cards);

It is known that organizing the educational process in foreign language teaching taking into account the age characteristics of students is a guarantee of success. The most important thing here is that the task set before the student should be suitable for their abilities, that is, it should not be too difficult for the student. In the course of psychology, it is known that students (in the middle stage of learning a foreign language) grow quickly at this age, as a result, they become tired, angry and stubborn. Therefore, in 4-5 grades, it is advisable to exchange the active activities of language learning with the types of work that do not require much activity. This is especially important at the end of the lesson. The 7-8th grade foreign language class is distinguished by the thematic and intensive study of language material. At this stage, students move and don't like to stand still (without a task). Therefore, in the 6th-7th grade, a foreign language should not weaken the theme of the lesson. According to some scientific works, by the 8th grade, students' ability to remember foreign language material (of different contents) increases, (not literal recall, but observational memory) interest fades. Many students sit bored in class and do not show activity, they are indifferent to the task. If students of this age do not have enough self-control, and their internal dissatisfaction, quick temper, and resistance are strong, this will lead to a sharp decrease in interest in foreign languages. They lose confidence in their own strength

and abilities. This does not affect the educational process, one of the reasons for the decrease in interest in studying is the disproportion between the students' general activity and activity to the student's requirements. For example: in 4-5th grade, confidence, a natural desire to learn a language, grade norms and do what adults say, and x. k. If we measure the age characteristics of 4th-5th graders and 6th-7th graders, it turns out that reading is important for 4th-5th graders. . Speaking a foreign language for 6-7 graders. Students of this age have a strong desire for independence and self-control. Sometimes, putting one's self against the whole class and showing oneself, one's identity in front of others, some children have a strong desire to show their abilities in front of other children. It is here that children think about their future and develop an interest in a profession. All of the above makes it difficult to teach a foreign language and control the students' activities. To prevent this, it is necessary to carry out special work. In other words, it is necessary to take care of satisfying their desire for independence, to make it the right way. Aggressiveness is especially strong among 7-8 graders. As a result of being harsh with them, increasing control, intensifying their aggressiveness, various conflicts arise between the student and the teacher. Therefore, Alkazishvelin A.A. at such a time, it is suggested to relax the demands a little, to exclude competition from the elements that cause tension in the educational process. At this age, the most important thing is to succeed in one's activities (at work, at home, in studies). That is why the foreign language teacher should show the students' small achievements in learning a foreign language.

Embarrassing the student for the mistake he made in front of his peers causes disrespect towards the teacher, aggressiveness, and a sense of revenge. Students of grades 7-8 try to compare themselves to others, regardless of the type of activity, and they want to achieve superiority in this. This desire in them is manifested when they endure various difficulties, try to show their willpower and strive to win over fear. They have a strong desire to express their "identity". At the middle stage of foreign language teaching, we need to organize the educational process taking into account the uniqueness of the psychological and physiological characteristics discussed above. It seems to the students that the material of the language being studied is fully understood before, but this mistake will not be repeated in their memory after a certain time, and it will not be an active composition. Material is said to be learned only when it is repeated. (10-20% increase in recall). Explanation: active learning: passive learning: external learning is more powerful than internal learning for intermediate students, so it is necessary to use both of these learning methods wisely. The tasks set before the students in the exercises should have a problematic movement, they should be a stimulating stimulus to cause intellectual emotion. It is necessary to conduct the lesson based on the principle of communicativeness, in which it is important that each speech activity originates from a realistic situation. Let students celebrate their success in

speaking a foreign language. 7th-8th graders don't even try to speak a foreign language in order not to be laughed at because their foreign language speech is too good. The failure of foreign language teaching at this intermediate stage is due to the fact that the educational process is psychologically adapted to a fake situation.

Conclusion:

It is known that speech in their native language is rich in information. Their foreign language speech is primitive and not ready to express the students' wishes. Therefore, it is necessary to use situations arising from real events in the lesson, to conduct various games in the lesson. However, it is not possible to use games that are typical for 4-5th graders, because 7th-8th graders are afraid of being laughed at by their classmates. At such a time, the most important thing is to use different types of role-playing games that are performed with a positive attitude. Children of this age should be widely involved in extracurricular activities. Unfortunately, in most cases this is not done in schools. In addition, communication between the teacher and the student in a foreign language plays a big role.

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