

**DEVELOPMENT OF ADOLESCENTS' COGNITIVE PROCESSES IN
ENGLISH LANGUAGE TEACHING AS A PSYCHOLOGICAL
PROBLEM**

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Abstract. This article presents considerations and rationale for the development of cognitive processes in adolescents during English language learning. The article reflects on the importance of cognitive development and examines the scientific and psychological aspects of cognitive development.

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

Keywords: cognitive processes, development, thoughts, mental development, adolescents, psycholinguistics, psychological factors, perception.

In accordance with the State Program “Year of Youth Support and Strengthening the Health of the Population”, the Agency for the Popularization of Foreign Language Learning was established under the Cabinet of Ministers in order to develop foreign language teaching as a priority area of educational policy, radically improve the quality of education in this area, attract qualified teachers to the field, and increase the population's interest in learning foreign languages. In a short period of time, the Agency has established cooperation with ministries that are the main links of the continuous education system, many foreign and local organizations operating in various areas of foreign language teaching, as well as state and non-state educational institutions, and has achieved expanded work on large-scale projects. In particular, contacts

have been established and cooperation activities are being carried out with the British Council, the US Embassy in Uzbekistan, the Goethe Institute in Uzbekistan, the Japanese and Korean international cooperation agencies, the At Tanal Al Arabi organization that includes the Arabic language teaching and testing system, Istanbul Aydin University, as well as foreign publishing houses such as Macmillan, Oxford, Pearson, Klett.

Uzbekistan requires the necessary knowledge for the comprehensive development of young people, who are considered the future, and at the same time, enriching lessons based on psychological approaches and practical psychological exercises in the process of mastering foreign languages. Therefore, it is advisable for specialists in various fields to know several foreign languages in addition to their native language perfectly and be able to communicate freely. The issues of organizing systematic work to bring the popularization of foreign language teaching to a new level in our country and ensure the development of the field, comprehensively educating the growing younger generation, and creating all the conditions for this require conducting scientific research in pedagogical and psychological terms. The reason for this can be seen in the increasing number of our country's youth in educational institutions specializing in the study of foreign languages every year.

Nowadays, we can see language learning not only at the level of schools, academic lyceums and universities, but also among kindergarten students. This means that at a stage when our country is developing, even the youngest stratum of our society has become committed to learning foreign languages. As is known, studying the languages of many developed countries serves as a means of studying the achievements of world science and mastering them perfectly.

Currently, in the process of widespread implementation of educational reforms in our country, it is repeatedly emphasized that it is appropriate for professors and teachers to know foreign languages in the requirements for their activities. Therefore, a system of teaching foreign languages to older professors

and teachers is being established, taking into account the individual-psychological and socio-psychological characteristics of the teacher's activity in the educational process.

A study was conducted on the direction of research that serves to ensure the implementation of the above and the current regulatory documents on the popularization of foreign language learning in our republic, and the article used research methods such as an integrated approach, comparative analysis, observation, etc.

The psychological specifics of learning and teaching a foreign language require knowledge of the psychological aspects of ensuring that adolescents' thinking and thinking expand in another language during the process of mastering other languages, including the perception of a foreign language text, memorization of words in it. The process of mastering foreign languages in educational institutions involves the study of the specific psychological characteristics of adolescents, awareness of the psychological laws of their mental development, and the study of factors that actively affect the psychological development of adolescents, including the necessary psychological information for relationships with them.

In the process of learning English, not only age-related psychological characteristics differ in a person, but also the attempt to master a language other than the one in which he has understood the world since birth through his native language, in which he regularly communicates in the family and in society, creates some psychological difficulties. At all levels of educational institutions, training sessions, textbooks and teaching aids aimed at strengthening interest in foreign languages and teaching systems are being used in practice. Despite this, there is a need for new modern advanced experiences for pedagogical personnel in educational institutions and among adolescents, that is, from a psychological point of view, psycholinguistic sciences.

If we pay attention to the opinions of psychologists, they say that the natural tendency to learn languages in children begins in childhood. Because they emphasized that the ability to imitate and quickly remember new words begins precisely in this childhood period.

Russian psychologist L.S. Vygotsky showed the role of the external environment in the mental development of a child and the effective relationship of the child with the environment, the interrelationship of education and development, the formation of complex mental functions in the educational process, the division of independent activity at the actual stage of development into the next stage of development, and that mental development consists of contradictions and conflicts[1].

Japanese scientist Masaru Ibuka expressed the opinion that a child begins to develop while still in his mother's womb: he reacts to classical music, and when he goes to an art exhibition, he can feel the positive emotions received from his mother.

Russian scientist A.S. Makarenko also expressed his views on the problem of biogenesis and sociogenization of child development. He studied a number of issues, such as interpersonal relationships in the team, the projection of the child's personality, the importance of activity motives in the child's activity, and used them extensively in practice.

Indonesian psycholinguist and scientist Henry Guntur Tarigan defined psycholinguistics as a bridge between psychology, that is, "consciousness and behavior", and linguistics, that is, "language structure". According to the Indonesian scientist, who is also known as the author of the book "Introduction to Psycholinguistics", language acquisition is largely determined by the complex interaction of biological, cognitive and social aspects of development. Language acquisition begins abruptly [4]. Children's language acquisition can show features of continuity and a series of combinations that go from simple single words to more complex word combinations, that is, syntax. So,

according to psychologists, when educating a child, when teaching something, we need to study his psyche, take into account the individual psychological characteristics of the child, and rely on a number of principles and rules.

Language acquisition is a complex and important process for children. Many children can learn language naturally, but a variety of challenges can prevent this from happening. These challenges can be caused by internal factors, such as developmental delays, or external factors, such as the social environment and support from adults. Delays in language development can be caused by a variety of factors, including hearing loss, general developmental delays, or certain medical conditions. For example, children with hearing loss may not receive enough language exposure, which can hinder their language development. Developmental delays can also indicate more serious cognitive problems and can have some impact on a child's ability to understand and use language. The social environment also plays an important role in language acquisition. Children who grow up in a less stimulating environment, without regular language contact, may be at risk for language learning difficulties. For example, children who are rarely spoken to by adults or who do not have the opportunity to communicate with their peers may have difficulty developing their vocabulary and oral language skills.

Exposure to different languages and different communicative contexts is essential for optimal language development. Children may experience similar psychological problems in order to communicate freely in their native language and develop language skills. In addition, learning a foreign language can cause some psychological problems in them. Considering that the demand for learning English is currently very high in our country, it is necessary to study and find solutions to the linguistic and psychological barriers that adolescents face in language learning. This can help to develop interest in learning English in adolescents.

Cultural factors also have a significant impact on language acquisition in children. In some cultures, children may not receive contextually appropriate language models and different communication norms. For example, in cultures where direct speech is considered rude, children may have fewer opportunities to practice speaking and communicating. This can affect a child's confidence in using language and, in turn, hinder the child's language development.

Another common problem, especially in multilingual environments, is language differences. Children who grow up in multilingual families may have difficulty determining which language to use in a given context. While bilingualism can provide advantages, children may have difficulty mastering both languages simultaneously if they do not receive adequate support from their environment.

Psychological factors such as anxiety and low self-esteem can also hinder language acquisition. Children who are anxious or unsure about speaking in social situations may be reluctant to practice using language. This can lead to delays in language acquisition and lead to greater communication problems later in life. Addressing language acquisition challenges in children requires a holistic approach involving parents, teachers, and psychologists. It is important to create an environment rich in linguistic and social stimulation, provide appropriate support, and meet the child's individual needs. By understanding and addressing these challenges, we can help children reach their full potential in language acquisition, which is an important foundation for their future communication and social development.

Understanding English language acquisition is crucial for the development of language technologies such as speech recognition systems and natural language processing. Understanding and understanding how people process language can be used to create more sophisticated and intuitive technologies. Psycholinguistics studies the psychological and linguistic aspects of language acquisition, including the relationship between cognitive, social, and

environmental factors that influence the process of language acquisition. There are various factors that can hinder or support children's language development in the formal educational environment.

The psychological specificity of language learning and teaching in English requires knowledge of the psychological aspects of adolescents' perception of foreign language text, retention of foreign language words, and the expansion of their thinking and reasoning in foreign languages during the process of acquiring other languages.

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