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**BACKGROUND AND CONDITIONS OF THE EMERGENCE OF THE
PSYCHOLOGY OF TEACHING FOREIGN LANGUAGES AS A FIELD OF
EDUCATIONAL PSYCHOLOGY**

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PhD on pedagogical sciences

Abstract. The given article is about the current state of development of the psychology of teaching foreign languages is characterized by an active accumulation of research material in almost all areas of its application. Psychological ideas teaching foreign languages have received their real embodiment not only in educational psychology, but also in educational practices at all levels. Psychological concepts of mastering foreign language linguistic experience have found their rightful place in the methodology of teaching foreign languages.

Keywords. Foreign languages, orientation, towards, improvement, personal, significance, subject, mastering, special, learning, conditions, improvement and personal significance.

Teaching a foreign language was recognized by K.D. Ushinsky one of the positive aspects of the influence on mental development and improvement of the native language. However, they were given a condition - not to start teaching a foreign language if the child did not fully master the native language K.D. Ushinsky. In addition, in characterizing the essence of foreign language educational practice, K.D. Ushinsky proceeded from the specifics of teaching a foreign language. He wrote: "In the initial study of any foreign language, there are always boring difficulties that the child must overcome as quickly as possible. When he begins to understand something and read at least some light things, then the occupation becomes pleasant for him".

This statement of his contains a general description of the features of the educational process in foreign languages and an orientation towards its improvement and personal significance for the subject of mastering a foreign language in special learning conditions.

The founder of Russian pedagogical psychology did not ignore the criticism of foreign language educational practice, contemporary to its time. From the standpoint of deep psychological and didactic analysis, K.D. Ushinsky condemned pointless theorizing in foreign language lessons: "what could be funnier, more aimless, dishonest than seven or eight years of studying French and German conjugations, which are still being studied in many of our educational institutions". This way we get a qualified illustrative sketch of the then foreign language educational practice and the attitude of the largest Russian psychologist and teacher of the 19th century to excessive manifestations of a formal attitude towards an extremely peculiar subject being studied, which is a foreign language, both from psychological and pedagogical positions.

In the psychological and didactic system of K.D. Ushinsky embodies the idea that the development of reason in a person is a factor that transforms personality, as well as the idea of the leading role of language in the formation of consciousness. It is language that

makes it possible to move from the sensual level of cognition to abstract thinking, since it contains the possibility of generalizing observations and experience with the help of a word. Language acquisition is the means by which a child enters the life and world of science. Naturally, the psychological foundations of learning were considered in unity with the problem of personality development and formation (Ushinsky K.D. 1949, V.5, S.333-356).

Obviously, such an interpretation of the phenomenon of language acquisition is universal, equally significant for any conditions of language teaching, it is invariant with respect to the content and target component of cognitive activity, focused on the appropriation of linguistic experience, both native and foreign.

According to K.D. Ushinsky, language learning has an educational value. Language acquisition in terms of K.D. Ushinsky is "mental gymnastics, which is part of the logic of language" ("grammar is the logic of language"). At the same time, the level of speech development affects the success of all training and education. However, the language does not replace the system of scientific knowledge. These statements show the foundations of those ideas that later began to be developed by domestic psychologists-specialists in the field of teaching foreign languages, namely, the study of a foreign language makes it possible to make mental and cognitive operations in the native language more flexible and enriched in content.

K.D. Ushinsky was the first to use the achievements of psychology and linguistic science to create a language teaching system. The fundamental idea of teaching the language was the idea of developing the personality of students. Mastering a live conversational speech, the child simultaneously learns to read and write, enriches his vocabulary, he develops thinking, and skills of oral and written speech are developed. It is clear that the judgments of K.D. Ushinsky, expressed in the context of mastering the native speech, are not without psychological meaning in the situation of teaching a foreign language.

According to K.D. Ushinsky, in order to expand and deepen knowledge in the field of language, the study of grammar becomes necessary, since students must consciously master the theoretical provisions about the language, they must develop a "language sense". Language teaching should be carried out on an accessible coherent text that reflects real knowledge, the depth of thought and the perfection of the language form.

All this perfectly illustrates foreign language educational practice, although almost 150 years have passed since the formulation of these provisions. And the disputes of psychologists and methodologists regarding the effective use of adequate language material in the process of teaching a foreign language practically do not stop to this day.

In the development of K.D. Ushinsky, discussing the educational value of psychological knowledge, P.F. Kapterev argued that from a psychological point of view, the language is very rich in educational elements and its study is fruitful for the development of the individual.

P.F. Kapterev, being a wonderful child psychologist, which, in particular, is noted by

N.S. Leites in his article "P.F. Kapterev as a psychologist" (1999), paid much attention to children learning both their native language and a foreign one. P.F. Kapterev published in the journal "Upbringing and Training" the results of a special psychological study "On the study of foreign languages by children." At the same time, in 1894, "already in the journal" Russian School" in the article "Development and Varieties of the Children's Mind" he widely discusses the features of domestic foreign language educational practice. P.F. Kapterev describes the educational traditions of our country in the field teaching foreign languages: "Until now, it is customary for us to teach children foreign languages early. The method of teaching is auditory: foreign bonnes and governesses are hired, who, by talking with children, accustom them to foreign speech.

The purpose of training is not so much a serious study of the language, reading literary works in this language, but the ability to chat in a foreign language, i.e. the purpose of learning is primarily auditory.

Judgments P.F. Kapterev about the domestic practice of teaching foreign languages cannot but be recognized as psychological, especially for that period of development of pedagogical psychology. They identified two concepts for the development of teaching a foreign language - practice-oriented, aimed at real language proficiency (perceptual-receptive) and systematized, involving not only real possession of foreign language linguistic experience, but knowledge of the linguistic patterns of constructing the language material used (translational-reproductive).

Throughout the history of the development of education, the obvious connection between pedagogy and psychology has been a certain determinant of the growth of scientific and practical knowledge. The field of teaching foreign languages is no exception in this sense. At different stages of the development of foreign language educational practice, psychology performed various functions, but its significant influence on the process of learning and mastering a foreign language remained unchanged. Foreign language education is inevitably based on the presence of certain patterns of mastering a foreign language, extending to almost all areas related to education - the linguistic features of the acquired language experience, the conditions for organizing the educational process in a foreign language and, of course, the psychological characteristics of the subjects of the educational process. In this regard, the role and importance of psychological knowledge in the process of teaching a foreign language cannot be overestimated - the subjective component of educational practice is really significant in achieving the maximum possible results of the learning process, including foreign languages.

In view of the need to take into account the laws of educational practice, psychology has made and is making its own amendments to the process of teaching foreign languages. According to the data available in the literature, the methods of teaching foreign languages in modern times were significantly influenced by the views of W. Wundt and, in particular, his ideas about the psychology of speech and feelings. His theory of expressive movements was of great importance in the second half of the 19th century for psychology in general and for language teaching in particular.

Domestic psychological and pedagogical science of that time not only was not aloof from the world problems of its development, but also had a very significant impact on the formation and development of psychological and linguistic problems.

According to leading domestic experts in the field of pedagogical psychology, the psychology of teaching foreign languages was formed as an independent direction in the first quarter of the 20th century. As I.A. Zimnyaya, the first works in this area were studies by foreign authors, in particular, the book by H.R. Hughes "The Psychology of Foreign Language Learning" (1931), followed by the work of other psychologists (W. Apelt, 1981; S.H. Donough, 1981; L.A. Jacobevits, 1971; W. Reinecke, 1985; W.M. Rivers, 1969, etc.). But in our country, the psychology of teaching foreign languages was developed in the same time period in the works of V.A. Artemova, T.P. Baranova, B.V. Belyaeva, I.V. Karpov and other researchers (Zimnyaya I.A. 1991, p. 9).

However, long before that, the domestic psychology of teaching foreign languages already had research material in the works of A.P. Nechaeva, L.S. Vygotsky, S.L. Rubinstein, N.D. Levitova, A.N. Leontiev, D.N. Uznadze and other researchers. Despite the fact that the ideas of the psychology of teaching foreign languages in the works of Russian psychologists at the beginning of the 20th century were presented.

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