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Periodization of the Psychology of Teaching Foreign Languages

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ANNOTATION

This article is devoted to the issues of periodization of the psychology of teaching foreign languages. The psychology of teaching foreign languages is directly related to educational psychology because it seems necessary to us to consider approaches to its periodization with the periodization of the development of educational psychology, which are the most famous.

The psychology of teaching foreign languages is a multidimensional, interdisciplinary and very meaningful area of psychological knowledge, the knowledge fund of which requires not only conceptual rethinking and systematization, but also an updated understanding, both from the standpoint of historical and psychological analysis, and the actual content of the research developments of domestic psychologists since the middle XX century to the present. First of all, this relates to the extrapolation of the leading theoretical principles of A.A. Alkhazishvili, V.A. Artemova, B.V. Belyaeva, B.A. Benediktova, Zh.L. Vitlina, N.V. Witt, I.A. Zimnyaya, A.A. Leontiev to the conditions of modern foreign language educational practices. However, the practical implementation of psychological approaches in teaching various aspects of foreign language speech activity (B.V. Belyaev, I.A. Zimnyaya, Z.I. Slychnikova, T.S. Serova, etc.) is possible subject to their free and accessible choice and understanding their scientific and practical significance, advantages and limitations. Such opportunities increase significantly if in educational psychology a systematization of all theories and concepts within a certain subject field of the psychology of teaching foreign languages is carried out, the main directions of research are formulated and new scientific trends are described, as well as trends and prospects for the development of psychological knowledge are revealed. Of course, the expansion of both the semantic and substantive spheres of the field of educational psychology under consideration is due to the formation and development of the theoretical and methodological foundations of the psychology of teaching foreign languages. In this regard, the problem of our research is to determine ways to overcome the contradiction between:

- the urgent need to understand the history, genesis and leading directions of development of psychological knowledge about the practice of teaching foreign languages, dictated by the reform and modernization of domestic education, on the one hand;

- a certain shortage of historical-theoretical and theoretical-methodological research of a generalizing and systemic nature, allowing scientists and practitioners to orient themselves in scientific priorities and development trends in the field of educational psychology under consideration, on the other hand.

It is known that in Russian psychology there have been several approaches to the periodization of the main stages of the development of psychological science. Based on the formal and substantive grounds for identifying periods of development of Russian psychology, A.V. Petrovsky (1967) characterizes the general state of psychology on the eve of the October Revolution and in the first post-revolutionary years; the main features of the ideological and theoretical struggle in psychology in the second half of the 1920s; the beginning of the Marxist-Leninist restructuring of psychological science; Soviet psychology in the pre-war period. years and during the Great Patriotic War; features of the modern stage of development of psychology.

Due to the sectoral connection of the psychology of teaching foreign languages to educational psychology, it seems necessary to us to consider approaches to its periodization with the periodization of the development of educational psychology, the most famous of which should obviously be recognized as the approaches of I.A. Zimnyaya and A.A. Nikolskaya. Let us note that for the formation of our approach, the conceptual structure of these periodizations is important, although in none of them, due to the content orientation, there is actually no place for the psychology of teaching foreign languages.

One of the new approaches to the periodization of the development of educational psychology is contained in the historical and psychological research of L.N. Kuleshova (1999), dedicated to the development of domestic psychology of education. In accordance with the conceptual constructs of this work, the first stage of development of educational psychology (mid-1850s - early 1870s) was characterized by the formation of the idea of a holistic, comprehensive study of man as a subject of education, the second stage (1870s - 1910s) is associated with the formation of the main problems of educational psychology, at the third stage (1920-60s) the development of psychological aspects of education was carried out in connection with the solution of fundamental problems of the development of the child's psyche associated with factors, mechanisms, sources of mental development (Kuleshova L.N. 1999, pp. 12-15). A somewhat different approach to the periodization of the development of domestic educational psychology is found in the study of L.V. Lidak (2000), dedicated to the role and place of the teacher in the development of domestic scientific psychology. The author divides the entire history of Russian educational psychology into five periods-stages in the formation of educational psychology.

The first stage (1860-1899) - prerequisites for the development of educational psychology; the second stage (1900-1917) - the formation of educational psychology into an independent science; the third stage (1917-1936) - the crisis of educational psychology; the fourth stage (1936-1985) - the Marxist-Leninist stage in the development of educational psychology; the fifth stage (1985-2000) is modern (Lidak L.V. 2000, P. 156). The historical reflection she undertook as a methodological approach and concept in the analysis of the development of educational psychology in Russia made it possible to establish not only the time frame, but also the substantive essence of each of the designated stages. Thus, the initial stage in the historical development of educational psychology is recognized by the author as a stage of qualitative accumulation and emergence of psychological and pedagogical knowledge, when the main range of issues of educational psychology was identified. The second stage is associated with a change in paradigmatic attitudes and the social situation in Russia, when the views of leading psychologists were divided into three scientific directions: natural science, experimental and empirical. The third, post-revolutionary stage in the development of educational psychology is characterized by the presence of the most acute contradictions and crisis

situations. The fourth stage, according to L.V. Lidak, the longest and most dogmatic, since educational psychology during this period began to develop as a monotheoretical and monoparadigmatic model of science. The fifth, modern stage is characterized by the emergence of a new quality of axiological and humanistic approaches in the development of problems of educational psychology (Lidak L.V. 2000, pp. 157-163). To characterize the meaningful process of periodization of the development of psychological knowledge in the domestic scientific paradigm, we will analyze two more systems of genesis in areas related to educational psychology - personality psychology and psychological practice.

In the study by I.B. Kotova (1994), dedicated to the transformation of the idea of personality in Russian psychology, contains her own periodization of the development of this area of psychological knowledge. Thus, the first period (the last decade of the 19th century - the 20s of the 20th century) is characterized by the emergence of the very idea of personality. The second period (30s - mid-60s of the XX century) is characterized by a more stable position of the problem of personality, which acquires a disciplinary character. In the third period (mid-60s - late 80s of the XX century), the idea of personality is transformed into a personal principle, and the fourth period (late 80s - 90s of the XX century), while retaining many features of the third, actualizes the methodological aspects of the problem (Kotova I.B. 1994, pp.10-13).

In the analysis of the explanatory principles of constructing the periodization of psychological knowledge, we were interested in the approach of S. V. Nedbaeva (1999). It differs from those already considered by the broad interpretation of not only the content of the periods, but also by the qualitative characteristics of the positioning of historical and psychological material as the actual source of building periodization.

Investigating the stages of development of psychological practices in education, S. V. Nedbaeva (1999) comes to the conclusion that the processes of formation and development of psychological practices are secondary and derivative, while highlighting a number of interrelated and interdependent determinants: 1) social demand for psychological knowledge; 2) the level of formation of psychological theory; 3) conceptual elaboration of forms of mastering and developing the idea of personality in psychological approaches; 4) the presence of a social order for various types of psychological practices; 5) expansion of psychological tools; 6) the presence of human resources capable of implementing the idea of psychological practice in education. The periodization itself includes six stages. Depending on the external determination, the author offers two options for periodizing psychological practices in Russian education - according to the signs of the use of psychological practices in public life and according to the nature of the forms of their development. In the first case, we are talking about the organizational-psychological stage (beginning of the 20th century), pedagogical-psychotechnical (20-30s), military-psychological (40s), engineering-psychological (60-70s), the stage of development of psychological practice in education (70-80s) and person-oriented practice (80-90s). In the second case, the author calls the stages respectively organizational (the first decades of the 20th century), multidirectional (mid-20s - mid-30s), social-repressive (1936-1960), social-rehabilitation (1960-1970) and theoretical-empirical (1980-2000). Analysis of the presented schemes and structures for the periodization of the development of psychological scientific knowledge allows us to conclude that the criterion for its content and temporal division in the specific conditions of the domestic path of development is the mixed principle of external and internal determination of the movement of science, which fully corresponds to the corresponding principles of constructing historical and psychological research formulated and justified by V.A. Koltsova and Yu.N. Oleynik (1999). The general approach to the study of the dynamics of the development of psychological knowledge in the Russian scientific paradigm should precisely be both internal (logical-

scientific) and external (social) at the same time, which gives rise to a new subject area of study of the history of psychology at the junction and intersection of a number of branches of scientific knowledge.

The approach we formulate to the periodization of the development of domestic psychology of teaching foreign languages also meets the requirements of synthesizing the content and formal attribution of each stage in the development of this area of subject-matter psychological knowledge. Contextualization of the time periods of the functioning of the domestic psychology of teaching foreign languages in the structure of the development of educational psychology in Russia allows us to state that the formation and active development of the domestic psychology of teaching foreign languages occurs mainly in the later stages of the genesis of Russian psychological and pedagogical knowledge. Unlike all educational psychology, the psychology of teaching foreign languages has a very long period of prehistory, pre-development in the time frame of the formation of the disciplinary status of educational psychology, personality psychology and educational psychology. In fact, all of these areas in some sense shared the subject of psychology of foreign language teaching in the initial stages of their development. This, in fact, explains the genetic connection between the psychology of teaching foreign languages and the listed areas of psychological knowledge.

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