

## Impact Factor:

ISRA (India) = 6.317  
ISI (Dubai, UAE) = 1.582  
GIF (Australia) = 0.564  
JIF = 1.500

SIS (USA) = 0.912  
PIIHQ (Russia) = 0.126  
ESJI (KZ) = 9.035  
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630  
PIF (India) = 1.940  
IBI (India) = 4.260  
OAJI (USA) = 0.350

SOI: [1.1/TAS](https://doi.org/10.1177/10.15863/TAS) DOI: [10.15863/TAS](https://doi.org/10.15863/TAS)

## International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2021 Issue: 08 Volume: 100

Published: 27.08.2021 <http://T-Science.org>

QR – Issue



QR – Article



**Gulnoza Ganijanovna Azizova**

Samarkand State Institute of Foreign Languages  
teacher at the chair of “Pedagogy and Psychology”

## THE IMPORTANCE OF PEDAGOGICAL INTERPRETATION IN LEARNING A FOREIGN LANGUAGE

**Abstract:** This article is about the importance and peculiarities of pedagogical interpretation in the study of a foreign language.

**Key words:** correct interpretation, factors, approach, scientific, pedagogical, educational, innovation, development, message, communication, foreign language, personal, motivation, method, activity, attitude.

**Language:** English

**Citation:** Azizova, G. G. (2021). The importance of pedagogical interpretation in learning a foreign language. *ISJ Theoretical & Applied Science*, 08 (100), 356-359.

**Soi:** <http://s-o-i.org/1.1/TAS-08-100-65> **Doi:**  <https://dx.doi.org/10.15863/TAS.2021.08.100.65>

**Scopus ASCC:** 1200.

### Introduction

In the era of globalization of all spheres of social life, the problem of motivation in the study of foreign languages remains extremely relevant. Globalization means that the role of people's personal relationships is growing and, therefore, inter-ethnic communication, which requires knowledge of a foreign language, including oral communication. Foreign languages are becoming one of the key factors in the socio-economic and general cultural development of a society. A foreign language plays a huge role in shaping a person and improving education, because with it you can have direct access to the spiritual riches of another country, the opportunity to communicate directly with people of other nationalities. Therefore, it is not surprising that in recent years in our country the interest in foreign languages, mainly English, has increased significantly. Now knowing two or more languages is an undoubted attribute of any modern highly educated person. Knowing a foreign language has become a real need, in which case it is no longer possible to find a high-paying job and build a successful career. The new political and socio-economic changes that have taken place in foreign countries in recent decades, its desire for active and effective cooperation with Western countries have had a significant impact on the expansion of the role of foreign language subject, and its purpose, led to a review of its functions and

content. foreign language teaching The new political situation, international cooperation and the expansion of international relations today require a deeper knowledge of a foreign language.

All of the above significantly enhances the reputation of the subject of “foreign language” as a university academic discipline. And here the concept of motivation comes to the fore. Of course, the problem of motivation in learning arises in every subject, but it is especially acute in learning a foreign language. It all depends on the specific features of the subject and requires the student to have a certain base and communication skills. This often causes certain difficulties for students and motivation is lost. Therefore, if we consider motivation as the main driving force in the study of a foreign language, motives refer to the subjective world of a person, determined by his inner motives. Thus, all the difficulties of calling motivation from the outside. A person will be able to learn a foreign language if he feels the need for it for himself, that is, if he is diligent.

Let's try to figure out what a person's motivational field is and how it is defined in educational activities. Scholars interpret the concept of “motive” differently: K. Vilunas considers the conditions of existence through motivation, GA Kovalev - moral and political relations, and J. Godefroy - the subject must act. In one way or another, most agree that a motive is a motive, or

## Impact Factor:

ISRA (India) = 6.317  
ISI (Dubai, UAE) = 1.582  
GIF (Australia) = 0.564  
JIF = 1.500

SIS (USA) = 0.912  
PIIHQ (Russia) = 0.126  
ESJI (KZ) = 9.035  
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630  
PIF (India) = 1.940  
IBI (India) = 4.260  
OAJI (USA) = 0.350

intention, or purpose. It is therefore necessary to take a comprehensive approach to this concept, taking into account all possible aspects.

We will now describe the types of motivation that occur in teaching, especially a foreign language. Together they are called learning motivation.

Internal motivation is not related to external circumstances, but directly to the object itself. It is also often referred to as procedural motivation. Man directly loves a foreign language, he loves to demonstrate his intellectual activity. The movement of external motives (prestige, self-affirmation, etc.) can enhance internal motivation, but they are not directly related to the content and process of the activity.

In addition, learning motivation can be classified as positive and negative. For example, the construction "if I learn English, I will excel in the exam" is a positive motivation. The "if I learn English, I pass the exam and they won't fire me" construction is negative.

Now we will focus on the results of a survey conducted among students of non-linguistic specialties at our university in order to determine what motivated them to learn a foreign language. A total of 200 people were interviewed, using a self-selection method. Respondents' answers were distributed as follows:

- "I teach only because it is in accordance with the curriculum" - 60%
- "Not to go out" - 19%
- "I want to find a good job, build a successful career" - 10%
- "Traveling abroad, communicating with foreigners" - 6%
- "I teach because it's fun" - 5%

Of course, the method of oral questioning does not require comprehensive coverage of the situation and the disclosure of hidden subjective meanings, but some conclusions can certainly be drawn: in studying a foreign language at university, the majority of students rely on the prosecutor's motive ("it must be in accordance with the curriculum so as not to be excluded). That is, for them, the learning process can be said to be a normal performance or a compulsory behavior. A small proportion of students indicated reasons for self-affirmation ("building a successful career") and belonging ("traveling", "communicating with strangers"). At the same time, only 5 percent of students have an internal motivation - they learn a foreign language because they like it.

The main conclusion is that students are mostly driven by external motives, while negative motivation has a significant share ("not to drive", "don't give two"). This represents a kind of contradiction, as the prestige of knowing a foreign language and its importance in social life has grown and should probably have been a positive motivator. It is also clear that enterprise action is needed to combat

students' internal motivation. That is, it is necessary to create conditions in which students have a personal interest and need to learn a foreign language. The need for reading should be appropriate for such types of internal motivation as communicative (direct communication in language), linguo-cognitive (positive attitude to language) and instrumental (positive attitude to different types of work).

All of the above motivations and types of motivation are the main motivations of a person in learning a foreign language. However, keep in mind that if the motivation is too strong, the level of activity and tension will increase, resulting in decreased work efficiency. In this case, high motivation leads to unwanted emotional reactions. With the joy of learning a foreign language, it is necessary to find the optimal one that is available at the same time with high efficiency.

The use of linguistic and cultural aspects in foreign language teaching helps to motivate language learning, in which context university education is important because foreign language communication itself is not supported by the linguistic environment. The most important motivational stimulus for reading a foreign language is the desire to expand its general scope. Linguistically and culturally, the goal of foreign language teaching is to make communication final, i.e., to teach communication. Underneath is the ability to prepare students for foreign language communication, the formation of communication without inculcating in them the norms of appropriate speech behavior, and, moreover, the impossibility of science.

Are you studying how to keep students' interest in a foreign language throughout? This issue has been widely discussed in the methodological literature. maturity in recent years. A major role in maintaining learning motivation is the introduction of a foreign language into the lessons of linguistic and cultural elements. This motivation should serve to support linguistics and regional research because it includes two aspects: first, the language in which the lessons are available; second, information about the country is provided. Language and culture are strong hands to create and maintain interest in research in foreign languages and languages that increase motivation in learning a foreign language.

One of the most important places to learn a foreign language is set aside, along with a broad acquaintance with the cultures of different peoples. Through this learning of a foreign language, penetration into another culture occurs, expands ties with the customs and values of the individual. The language of learning any language - mother tongue, foreign language, language of science or art is always a culture associated with the acquisition of truths. Knowing a foreign language is the key to another folk culture, speaking that language. Language is not only a means of communication and expression of thought,

## Impact Factor:

ISRA (India) = 6.317  
ISI (Dubai, UAE) = 1.582  
GIF (Australia) = 0.564  
JIF = 1.500

SIS (USA) = 0.912  
PIHII (Russia) = 0.126  
ESJI (KZ) = 9.035  
SJIF (Morocco) = 7.184

ICV (Poland) = 6.630  
PIF (India) = 1.940  
IBI (India) = 4.260  
OAJI (USA) = 0.350

but also a collection of cultural values. The experience reflects the language of the people, its history, material and spiritual culture.

Learning about the motherland and the culture of the country in the learning process (literature, music, architecture, painting, history, customs, etc.), social events, cultural relations, compares the student's knowledge and to form oneself, to convey to them, to their beliefs.

“A person who has not learned a foreign language knows nothing about his own language.” These words of the great I. V. Goethe are indeed skilfully and simply described as the importance of learning the languages of different peoples. Help in the learning process Satisfaction and satisfaction from understanding someone's speech, the accepted person loves a lot of information about people, their history, achievements, customs, traditions, cultural and moral values Introducing a foreign language culture is your language increases interest in deeper knowledge, all aspects of their ethnic group development.

Involvement of cultural materials dramatically increases learning motivation.

For us, this conclusion is extremely important because learning a student's language is not possible without peer motivation. According to research by psychologists, A.K. Markova, A.B. Orlova, the field of motivation includes: how many aspects of a number of motives: ideals and value orientations, needs, and cognitive interests. That is, we conclude about introducing students to cultural materials, helping to awaken, denying cognitive motivation, developing their general culture. The processes in them are the formation of aesthetic ideals, aesthetic feelings, tetanic taste, aesthetic consciousness.

Interest in a foreign language is inevitably a fish for the life, culture of foreign languages associated with a lack of interest. Perception of materials in a foreign language is largely determined by the aesthetic potential of the student's personality, and therefore the level of desire to learn more about another society.

## References:

1. (1997). *Ўzbekiston Respublikasining "Ta'lim tizimida"gi Konuni. "Barkamol avlod – Ўzbekiston tarakkijotining pojdevori" kitobida*, (pp.20-29). Tashkent: Shark.
2. Mirzijojev, Sh.M. (2017). *Ўzbekiston Prezidenti Shavkat Mirzijojevning BMT Bosh Assamblejasi 72-sessijasida s'zlagan nutki. "Halk s'zi"*, 20 sentjabr`.
3. Mirzijojev, Sh.M. (2017). *"Konun ustuvorligi va inson manfaatlarini ta'minlash - urt tarakkijoti va halk farovonligi garovi" mavzusidagi Ўzbekiston Respublikasi Konstitucijasi kabul kilinganining 24 jilligiga ba'zishlangan tantanali marosimdagi ma'ruzasi*. (p.48). Tashkent: Ўzbekiston.
4. Mirzijojev, Sh.M. (2017). *Tankidij taxlil, kat'ij tartib-intizom va shahsij zhavobgarlik - xar bir ra'xbar faolijotining kundalik koidasi b'ylishi kerak*. (p.102). Tashkent: Ўzbekiston.
5. Abduazizov, A.A. (2009). *Matn kognitiv faolijot maxsuli. Til taraqqiyotning qonuniyatlar*. (p.23). Samarkand: SamDChTI.
6. Raxmatullaev, Sh. (1966). *Ўzbek frazeologijasining ba'zi masalalari*. (p.20). Toshkent: Fan.
7. J'ldoshev, B. (1999). *Frazeologik uslubijot asoslari*. (p.103). Samarkand: SamDU nashri.
8. Abduazizov, A.A. (2009). *Matn kognitiv faolijot maxsuli. Til taraqqiyotning qonuniyatlar*. (p.23). Samarkand: SamDChTI.
9. Abdullina, A.R. (2007). *Kontekstua'lyne transformacii FE v anglijskom i ruskom jazykah: dis. .kand.filol.nauk.* (p.167). Kazan`.
10. Abreimova, P.A., Abdimomunova, P.A., & Zhorzholiani, D.A. (1986). *K voprosu o funkcional'no-semanticheskoy klassifikacii frazeologicheskix edinic. Frazeologija v tekste i slovare*. (pp.51-53). Samarkand.
11. Avdeeva, O.I. (2000). *Vserossijskaja nauchnaja konferencija «Frazeologija na rubezhe vekov: dostizhenija, problemy, perspektivy»*. *Filologicheskix nauki*, M., №5, pp. 122-125.
12. Aljohina, A.I. (1986). *Issledovanie sistemnoj organizacii frazeologii sovremennogo anglijskogo jazyka (Problema frazeologicheskix otoshenij i frazeologicheskix struktur): Avtoref. diss.... d-ra filol. nauk.* (p.37). L.: LGU.
13. Alfrenko, N.F. (2005). *Spornye voprosy semantiki*. (pp.5-6). Moscow: Gnozis.
14. Amosova, N.N. (1963). *Osnovy anglijskoj frazeologii*. (p.208). L.: LGU.
15. Arnol'd, I.V. (1999). *Semantika. Stilistika. Intertekstual'nost`*. (p.444). SPb.: Izd-vo S.Peterburg un-ta.
16. Arnol'd, I. V. (1959). *Leksikologija sovremennogo anglijskogo jazyka*. (p.351). Moscow: Izdatel'stvo literatury na inostrannyx jazykah.

<b>Impact Factor:</b>	<b>ISRA (India) = 6.317</b>	<b>SIS (USA) = 0.912</b>	<b>ICV (Poland) = 6.630</b>
	<b>ISI (Dubai, UAE) = 1.582</b>	<b>PIHII (Russia) = 0.126</b>	<b>PIF (India) = 1.940</b>
	<b>GIF (Australia) = 0.564</b>	<b>ESJI (KZ) = 9.035</b>	<b>IBI (India) = 4.260</b>
	<b>JIF = 1.500</b>	<b>SJIF (Morocco) = 7.184</b>	<b>OAJI (USA) = 0.350</b>

---

17. Nasrullaev, J. R., & Negmatova, S. R. (2019). Language picture of the world in modern linguocultural studies. *Uchenyj XXI veka*, 25.
18. Nasrullaev, Zh. R. (2019). *Osushhestvlenie kommunikativnoj dejatel'nosti na zanjatijah po*

*chteniu anglojazychnyh tekstov.* In Pjatyj mezhdunarodnyj intellektual'nyj forum" Chtenie na evrazijskom perekrestke" (pp. 405-409).