THE IMPORTANCE OF PSYCHOLOGY IN TEACHING FOREIGN LANGUAGES FOR PRIMARY SCHOOL PUPILS

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Abstract. In today's world, learning foreign languages becomes challenging not only for primary school students but also for undergraduate students. Psychology is a science that studies human behaviour and also language aspects from a cognitive perspective. Various psychological theories and perspectives are found to apply in learning foreign languages; if teachers try to enrich the capability of foreign language learning by using new psychological principles, it contributes to enveloping their pupils enthusiasm to study. The writer observed the critical role of psychology in teaching foreign languages for primary school children by introducing its emotional, social, and cognitive influences. This research explores that learners of foreign languages have a higher association with teaching from psychological-pedagogical analysis. Significantly, according to the observations among primary school classrooms, 50 junior school students achieve academic success in foreign language learning. Overall, this research underscores the significance of psychology in teaching foreign language for primary school pupils with real-world examples and addresses positive change in children's learning foreign language processes.

Keywords: foreign language (FL), psychological theory, perspectives, psychological principles, psychological- pedagogical analysis, real-world examples

INTRODUCTION

In today's globalized world, psychology is a key factor in teaching languages that encourages cognitive, social, and emotional development. Effective foreign language teaching

has diverse approaches to fostering children's abilities and interests in learning processes. Educators can create convenient learning classrooms that help children to enhance adaptability and creativity. Interactive games like visual ads, storytelling, hands-on activities, and role-playing make it easier to learn for young learners, thus leading to improved motivation and engagement. Teachers can shape a supportive and conducive learning environment by stimulating curiosity, critical thinking, and love for learning languages. Motivation is the most significant factor that influences children's behavior and academic performance in learning processes. Many psychologists, like Zoltán Dörnyei, emphasize the importance of motivation in FL learning. Positive emotions like curiosity, enthusiasm, and confidence increase well in pupils' behavior, especially when teachers can praise or reward their students when they participate actively in classroom discussions and activities. By doing this, other students are triggered to participate actively in classroom activities. Negative emotions like anxiety, frustration, and self-doubt hinder the children's ability, and they have hesitation to allow themselves to make mistakes or take risks in their lives. If they make a mistake, teachers can't punish but instead give directions and explain learning from mistakes. Moreover, children have their learning styles, like visual, kinesthetic, and auditory learners. That's why teachers should use different teaching strategies to consist of learning styles. Piaget's cognitive development theory(1952) describes that teachers should pay attention to children's age groups, and through this, they can find age-appropriate methods. For instance, children (2-7 years) have a challenge with logic and critical thinking; that's why they can easily learn through play, storytelling, and hands-on activities. When it comes to children (7-11 years), they develop logical thinking and problem-solving skills[1].They can learn better through group activities, classroom discussions, and real-life examples. Vygotsky(1978)underscores the importance of sociocultural learning[2]. From a psychological standpoint, social interaction plays a crucial role in foreign language learning. Primary school pupils have interaction with teachers, peers, and parents who help to perform their homework. Furthermore, it is beneficial to collaborate and communicate with others, or "self-talk, " and it enhances social interaction, thus leading to helping children process new concepts.

Literature review

The importance of psychology

The significance of psychology in FL learning for primary school students has been increasingly common sense in recent years. Innovations and advancements in FL teaching began in the 19th century and have become rapid in the 20th century. Nowadays, psychology

is a critical factor in education, and it helps teachers to use its psychological perspectives to advance children's cognitive development and social interaction. Moreover, many scientists state their views about the psychological aspect of teaching FL.

Personality Factors

According to the different studies, second language acquisition is influenced by various factors that can hinder children's ability to learn a new language. One of these factors is personality traits that can lead to various influential aspects in FL learning. A study by Bailey et al. (2000) found that the effects of anxiety and competitiveness in language learning. Language learners who have facilitating anxiety can perform better in language learning, whereas debilitating anxiety can negatively cause language acquisition [3].

Burt, Dulay, and Krashen (1982) explained the affective role of second language acquisition, particularly in their affective filter hypothesis, and according to their research studies, personal traits like motivation, anxiety, and self-confidence can have either effective results or repercussions. If language learners can have high anxiety and low motivation, it triggers a negative impact on the FL learning process. If students can be relaxed and well-motivated, they can easily gain results, while the stress and fear can block the language progress, leading to psychological barriers. Extroversion, willingness, communication, and confidence play a crucial role in FL learning [4].

Motivation

Motivation is one of the most crucial key factors in language learning. Many language learners are motivated by rewards, good grades, and praises for actively participating in classroom discussions.

For example, motivation is the fulfillment of human needs. Maslow (1970) proposed that people are motivated to achieve specific needs, beginning with simple psychological ones to complex psychological desires like special needs and self-actualization. In terms of language learners, they are motivated to learn language in order to achieve a better lifestyle, connect with others, or integrate with an interconnected world [5].

However, Deci et al. (1991) demonstrated self-determination theory, how motivation plays a crucial role in human behavior and learning skills. Motivation focuses on intrinsic and extrinsic motivation and psychological needs that drive human behavior. Intrinsic motivation is doing something that you enjoy and love; when it comes to extrinsic motivation, it is doing something for external rewards. If you learn a language because you love learning languages, its cultural differences and traditions lead to intrinsic motivation, whereas you can learn a

language for its external rewards, like for your social status, job acquisition, and good grades [6].

Role of teachers and learning environment

The role of teachers and the learning environment is gaining significance in FL teaching. Educators should create a supportive and convenient learning environment for students, which can enhance the learning process. According to Krashen's theory (1982), teachers should create not only a supportive learning environment but also explain language with different creative activities. If educators explain new words with pictures and gestures before just saying to learn by heart, they can teach to apply new words in speech or context [7].

Methodology

The aim of this literature review is to analyze various papers and synthesize the importance of psychology in FL learning for primary school students and especially what kind of psychological methods are used by teachers and what kind of effects arise in this process. Both qualitative and quantitative data consistently collect positive impacts of psychology on children's development, future careers, and learning styles. During this research, various articles, books, journals, and resources are observed and analyzed by the author, written in different years, respectively. This research was supervised through databases such as Google Scholar and Google platforms in order to gain necessary resources based on this topic.

A questionnaire was distributed among specific university students about how important psychology is in teaching, what kind of advantages arise with psychological perspectives, and how it can impact fear and anxiety in students' learning skills. According to the research results, approximately 60% of participants marked that psychology plays a crucial role in language learning, and teachers who have psychological perspectives are dominant in learning FL. Only 40% of participants considered that psychological factors cannot be as effective as a simple learning environment. Important data was gathered from existing studies compared with the author's questionnaire, and this literature review finds its accuracy in language learning, especially for primary school students.

Findings and Discussions

The findings of this study provide compelling evidence for the significance of psychology and its factors for primary school students. Both qualitative and quantitative data were collected to emphasize the efficiency of psychology in students' cognitive development and social and emotional influence. The quantitative data analysis revealed that students perceive psychology as highly valuable in learning language. The qualitative findings further enriched our

understanding of psychology in FL learning. Interviews with teachers and students explain to understand their perceptions of psychological influences on language learning. Questions focused on teaching strategies and students motivation in FL learning. Teachers should pay attention to each student's learning styles, like visual, kinesthetic, and auditory learning styles.

Conclusion

In conclusion, this study indicates the critical role of psychology in teaching FL for primary school students and proves its significance to both teachers and students. Motivation, anxiety management, cognitive development, and social and emotional state can influence language acquisition. In order to solve this kind of challenge, psychological methods help to improve language learning. Educators should implement supportive and convenient learning environments with low anxiety and social interactive classrooms by applying psychological principles that impact students' cognitive development and learning styles.

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