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# PEDAGOGICAL AND PSYCHOLOGICAL FOUNDATIONS OF MODELING LANGUAGE TEACHING IN THE EDUCATIONAL PROCESS OF GENERAL SECONDARY SCHOOLS

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### Abstract:

This article analyzes the pedagogical and psychological foundations of modeling language teaching in the educational process of general secondary schools. The theoretical and practical aspects of using modeling technologies are highlighted, and their role in developing students' communicative competence is demonstrated. As pedagogical foundations, the systematization of the educational process, the visual representation of knowledge, and methodological effectiveness are emphasized. The psychological foundations are aimed at activating students' cognitive activity, increasing their motivation, and developing their thinking processes. The results of the article indicate the necessity of widely implementing innovative approaches in language education.

**Keywords:** Language teaching, modeling, pedagogical foundations, psychological foundations, general secondary education, communicative competence, educational technologies.

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### UMUMIY O‘RTA TA‘LIM MAKTABLARI O‘QUV JARAYONIDA TIL O‘QITISHNI MODELLASHTIRISHNING PEDAGOGIK-PSIXOLOGIK ASOSLARI

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#### Annotatsiya:

Mazkur maqolada umumiy o‘rta ta‘lim maktablari o‘quv jarayonida til o‘qitishni modellashtirishning pedagogik va psixologik asoslari tahlil qilingan. Modellashtirish texnologiyalaridan foydalanishning nazariy va amaliy jihatlari yoritilib, ularning o‘quvchilarda kommunikativ kompetensiyani rivojlantirishdagi o‘rni ko‘rsatib berilgan. Pedagogik asoslar sifatida ta‘lim jarayonini tizimlashtirish, bilimlarni vizual shaklda ifodalash va metodik samaradorlik ta‘kidlangan. Psixologik asoslar esa o‘quvchilarning bilish faoliyatini faollashtirish, motivatsiyasini oshirish hamda tafakkur jarayonlarini rivojlantirishga qaratilgan. Maqola natijalari til ta‘limida innovatsion yondashuvlarni keng tatbiq etish zarurligini ko‘rsatadi.

**Kalit so‘zlar:** Til o‘qitish, modellashtirish, pedagogik asoslar, psixologik asoslar, umumiy o‘rta ta‘lim, kommunikativ kompetensiya, ta‘lim texnologiyalari.

#### INTRODUCTION

Today, the application of innovative approaches in the educational process, particularly the implementation of the modeling method in language teaching, is gaining special significance. Language teaching should be aimed not only at imparting linguistic knowledge, but also at developing students’ culture of communication, creative thinking, and communicative competence. Therefore,

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pedagogically and psychologically grounded modeling technologies serve as an important tool for increasing the effectiveness of the educational process.

### LITERATURE REVIEW

The theory of modeling in language teaching has been widely studied in the research of both foreign and local scholars. The psychological and pedagogical views of such scholars as V.V. Davydov, L.S. Vygotsky, and J. Bruner have created the main methodological foundation for the modeling process. In Uzbekistan, pedagogical scholars such as A. Abduqodirov, N. To‘rayev, and M. Qodirova have developed the theoretical and practical bases for applying innovative technologies in the process of language education. These sources show that the use of the modeling method helps students develop a holistic understanding of the topic, as well as analytical and creative thinking skills.

### RESEARCH METHODOLOGY

The cognitive approach is aimed at activating students’ cognitive processes and enhances the role of such psychological factors as thinking, memory, attention, and imagination in the process of mastering language materials. On the basis of this approach, students are not only provided with ready-made knowledge, but are also given the opportunity to acquire knowledge consciously through independent inquiry and solving problem situations. In language learning, the cognitive approach requires the analysis of words, sentences, and texts, as well as a deep understanding of their semantic and grammatical features. Through this, students develop stable motivation toward language learning.

The activity-based approach views the student as an active subject of the educational process. According to this approach, knowledge is not acquired passively, but is created in the course of activity. In language teaching, the activity-based approach directs students to apply knowledge in practice through various exercises, communication situations, role plays, case studies, and

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problem-based tasks. As a result, students have the opportunity to test their knowledge in real communicative situations. This, in turn, develops their independence, initiative, and sense of responsibility.

The communicative approach is aimed at organizing language teaching as a real communication process. Based on this approach, the lesson process is intended to develop students' speaking skills, improve their speech activity, and ensure the effective use of language in everyday life. In language teaching, the communicative approach requires organizing lessons through interactive methods, that is, broadly applying student cooperation, question-and-answer activities, conversations, discussions, and creative tasks. Such an approach serves to teach language not merely as a set of grammatical rules, but as a means of communication.

The modeling method in the educational process involves studying language materials through conceptual schemes, graphic models, didactic situations, and other visual means. With the help of this method, abstract language units, such as grammatical categories, parts of speech, and text structure, are mastered more easily through visual models. Modeling also makes it possible to develop students' analytical and creative thinking, systematize language phenomena, and identify the internal relationships between them. Didactic models, concept maps, and schemes serve to ensure the conscious acquisition of knowledge and its application in practice.

### MAIN PART

Modeling is an effective means of systematizing educational content and developing students' analytical thinking. From a pedagogical point of view, modeling makes it possible to simplify complex concepts during the lesson process and present them in sequence and logical connection. As a result, students perceive the topic not merely as separate elements, but as an integrated system.

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In language lessons, models such as schemes, tables, and conceptual maps make it possible to represent abstract language phenomena, for example grammatical rules, syntactic structures, and text organization, in a visual form. This method develops in students the skills of deep comprehension, comparison, generalization, and analysis of the topic.

At the same time, modeling directs the educational process not only toward the transmission of knowledge, but also toward personal development. It contributes to the development of students' independent thinking, creative approach, and problem-solving skills. Thus, as a pedagogical foundation, modeling increases the effectiveness of education and contributes to students' personal and intellectual development.

The process of modeling also has a positive effect on students' psychological activity. First of all, it helps concentrate attention and ensures active participation in the learning process. Studying language materials on the basis of models encourages students to focus more on the topic, as a result of which the process of conscious and stable knowledge acquisition takes place.

Memory processes are also strengthened through modeling, because knowledge materials presented in visual form are remembered more quickly by students and retained in long-term memory. In addition, modeling develops students' imagination and thinking: they not only memorize the topic, but also understand it and are able to reconstruct it on the basis of models.

Psychological motivation is very important in language teaching. Through modeling, students gain the opportunity to connect the topic with real-life situations and apply it in practical communication. This increases their interest and forms a positive attitude toward learning.

Moreover, modeling makes it possible to take into account students' individual psychological characteristics. For example, some students learn more quickly through visual materials, while for others analytical schemes may be more effective. In this way, modeling methods ensure the differentiation of education.

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The practical aspects of modeling in language teaching are broad in scope and help make the lesson process more engaging and effective.

First, the design of various lesson models is widely applied in teaching both the native language and foreign languages. For example, the communication model helps develop students' speaking skills, the text analysis model helps them understand a text structurally and semantically, and the grammatical structure model helps ensure the systematic mastery of rules.

Second, in modern education, modeling based on information technologies is being widely implemented. The use of interactive presentations, electronic concept maps, multimedia tools, and language laboratories actively involves students in the lesson process. This not only strengthens knowledge, but also develops students' skills of independent work, information processing, and analysis.

Third, various methods based on modeling can be used to develop students' communicative competence. These include role-playing, case studies involving the analysis of problem situations, and the modeling of problematic situations. These methods organize language teaching not merely as a theoretical process, but as a real-life experience. As a result, students test their knowledge in practical communication, which helps form a high level of language competence in them. Thus, the harmony of pedagogical, psychological, and practical foundations makes it possible to apply modeling effectively in language teaching. This not only improves the quality of knowledge, but also contributes to students' personal, intellectual, and communicative development.

### DISCUSSION

The pedagogical and psychological foundations of modeling technologies in language teaching show that this approach not only increases the effectiveness of the educational process, but also helps organize educational content in a systematic, logical, and understandable way. For the teacher, modeling is a tool

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that provides an opportunity to plan the lesson thoroughly, present educational material step by step, and simplify complex concepts in visual form. As a result, the teacher can transform the educational process into a more manageable, interactive, and creative environment.

From the student's point of view, modeling is not simply a process of memorizing knowledge, but of actively processing, analyzing, and applying it in practical situations. Through a model such as a scheme, conceptual map, table, or situational task, the student perceives abstract concepts in a visible and logically connected form. This develops their communicative competence, independent thinking, analytical skills, and creative approach.

From a psychological perspective, modeling technologies are important in concentrating students' attention, activating memory, and increasing motivation. This is because in such a process the student acquires knowledge not passively, but as an active subject. This strengthens their internal interest and aligns the educational process with their personal needs.

Thus, modeling technologies strengthen cooperation between teacher and student in language teaching and serve to organize education in accordance with modern requirements.

### CONCLUSION

Modeling language teaching in general secondary schools is one of the important directions for improving the educational process. The advantage of modeling lies in the fact that it increases the effectiveness of education, develops in students the ability to perceive a topic holistically, systematize knowledge, and apply it in practice.

First, modeling plays an important role in forming students' communicative competence. Through it, they learn to use language not only theoretically, but also effectively in real-life situations.

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Second, modeling strengthens psychological motivation. With the help of interactive methods, students show greater interest in learning the language, and the lesson process becomes more meaningful and engaging for them.

Third, modeling develops students' independent and creative thinking. Analyzing and generalizing knowledge on the basis of models, as well as solving problem situations, forms in them the skills of innovative thinking and a creative approach. Therefore, language teachers should widely apply modeling in language teaching methodology. This not only improves the quality of education, but also contributes to the development of students' communicative, cognitive, and creative potential. Most importantly, modeling should be regarded as an effective factor in shaping an independent-thinking, creative, and active individual who meets the requirements of modern education.

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