UDK: 372.8 **DOI: 10.56292/SJFSU/vol29_iss2/a188**

PSIXOLOGIYA – CHET TILLARINI O‘RGANISHNING ASOSIY JIHATI

PSYCHOLOGY IS A KEY ASPECT IN LEARNING FOREIGN LANGUAGES

ПСИХОЛОГИЯ – КЛЮЧЕВОЙ АСПЕКТ В ИЗУЧЕНИИ ИНОСТРАННЫХ ЯЗЫКОВ

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Annotatsiya

Til o‘rganuvchilar psixologiyasiga muvofiq ravishda o‘qitish usullari va faoliyatlarini loyihalashtirish til o‘rganish va o‘qitishdagi muvaffaqiyat sirlari hisoblanadi. Darhaqiqat, tilni o‘rganishda shaxs omillarining roli tillarni o‘qitishning zamonaviy uslublarida muhim rol o‘ynaydi. Ushbu maqola diqqat markazida bo‘lgan yo‘nalish o‘quv jarayonining ajralmas qismiga aylanib kelmoqda.

Аннотация

Работа с психологией учащихся и, соответственно, разработка методов обучения и занятий - секреты успеха в изучении языка и преподавании. Собственно, роль личностных факторов в изучении языка - очевидный и несомненный вопрос в современных методах обучения языкам. Область, которой посвящена данная статья, становится неотъемлемой частью образовательного процесса.

Abstract

The keys to success in language learning and teaching revolve around understanding the psychology of the students and structuring teaching strategies and activities accordingly. Actually, it is a clear and undeniable problem in contemporary techniques of teaching languages that personality variables play a part in language learning. The subject on which this article concentrates has grown to be essential to education.

Kalit so‘zlar: *Shaxsiy omillar, affektiv ta'sir doirasi, ikkinchi tilni egallash, tashqi, ichki, motivatsiya, hissiyotlar, xavotir, idrok, miya, tavakkal qilish.*

Ключевые слова: *Факторы личности, аффективная сфера, овладение вторым языком, внешний, внутренний, мотивация, эмоции, беспокойство, познание, мозг, риск.*

Key words: *Personality factors, affective domain, second language acquisition, external, internal, motivation, emotions, anxiety, cognition, brain, taking risks.*

INTRODUCTION

Studies have been conducted in an effort to better understand the issues that can arise during foreign language learning. The importance of language affective domain in learning languages was investigated by a number of scientists, including A. Cervatiuc, H. Douglas Brown, G.E. Berkley, Ehrman, M. E., Leaver, B. L. and R. L. Oxford. They also provided an explanation of the causes of issues. The issues, meanwhile, haven't been viewed as a whole. And relatively few scientists focused on how psychology and cognition play a part in the learning process. This essay primarily focuses on the personality traits of successful language learners because training students addressing their personality traits.

METHODS

To gain a thorough grasp of the personality traits thought to be connected with successful second language learning, the researcher spent a lot of time conducting a survey among participants. A study was conducted with 54 interpreting majors at Bukhara State University and 30 graduates from other universities in Uzbekistan. The study's goal was to examine personality characteristics in order to see whether there were any clear associations between these factors and the students' language ability, which is directly tied to their interpreting abilities.

The participants scored highly in the following languages: English, French, Korean, and Russian. Their average level of education was somewhere between a bachelor's and a master's. All of these language learners started learning the languages they have mastered as adults after starting as youngsters. The Myers-Briggs Type Indicator, a questionnaire frequently used by educational psychologists, counselors, and organization development professionals, served as the study's main independent variable.

RESULTS

One could think of each of these theories as providing insight into one aspect of the language learning process; However, researchers have yet to agree on a single, comprehensive theory of second language acquisition. Because some people learn a new language more quickly and easily than others, it is always subject to variation. It is evident that some language learners achieve success through great ambition, perseverance, and hard work. However, the learner has little or no control over a number of other important success factors. These factors fall broadly into the internal and external categories. The speed and ease of learning a new language are determined by their intricate interaction.

Internal factors are those that the language learner brings to the situation in which they are learning. The learner's age, personality, motivation, experience, and native language are these factors. First of all, a person's age has an impact on their ability to learn a second language. Children appear to be in the best position to effectively learn a new language because they already possess solid literacy skills in their native tongue. Older students who are motivated can also be very successful, but they have a hard time speaking and intoning like a native speaker. Second, personality is a crucial aspect of language acquisition. Most of the time, introverted or anxious students make slower progress, especially when it comes to developing their oral skills. They are not ready to take advantage of speaking opportunities or look for such opportunities. The inevitable occurrence of errors will not concern a greater number of outgoing students. They will take chances, giving themselves a lot more practice. Thirdly, motivational and personality factors are intertwined. It has been discovered that educational success is strongly correlated with intrinsic motivation. It goes without saying that students who enjoy learning languages and are proud of their progress will perform better than those who do not. Another important factor is extrinsic motivation. For instance, ESL students who need to learn English in order to gain admission to a university in the United States or to communicate with the people of that nation, whose language they are studying, are likely to exert greater effort and, as a result, make greater progress. Fourthly, the learner's personal experience with language learning also has an impact. Those who haven't are less likely to learn a new language than those who have. Learners with general knowledge and experience are more likely to succeed. For instance, the student who has lived in three distinct nations and been exposed to a variety of languages and cultures has a stronger foundation for learning a further language than the student who has not. Fifthly, a person's mental faculties are also important considerations. In general, it would appear that students with higher cognitive abilities will progress more quickly. Some linguists are of the opinion that some students have a stronger innate ability to learn languages than others. Last but not least, learning a new language is influenced by one's native language. Students who are acquiring a second language from the same family as their primary language learn it more quickly than students who are not. Therefore, a child from Uzbekistan will learn Turkish more quickly than a child from the Netherlands.

The particular circumstance surrounding the learning of a language is characterized by external factors. Curriculum, access to native speakers, instruction, and other factors are included. To start, when it comes to the curriculum, it's especially important for ESL students to have an educational experience that meets their needs. If students are fully immersed in the program of study without any additional assistance or, conversely, if they are not permitted to be a part of the program until they have reached a certain level of language proficiency, language learning is less likely to succeed.

Additionally, effective learning relies heavily on the teacher's instruction. It is evident that some language teachers are better than others at providing students in their classrooms with learning opportunities that are appropriate and fruitful. The advancement of these students will be quicker. The extrinsic type of motivation has an impact as well. In general, students who receive consistent and appropriate encouragement from their teachers and parents perform better academically. Students whose families place little emphasis on language acquisition, for instance, are likely to progress slower. Additionally, having access to native speakers is crucial. A significant advantage is the chance to speak with native speakers both inside and outside of the classroom. Native speakers can provide appropriate feedback and serve as linguistic models. It goes without saying that learners of a second language who do not have extensive access to native speakers are more likely to make slower progress, particularly when it comes to oral language acquisition.

It is difficult to scientifically describe the affective domain. When considering the emotional aspect of human behavior during the process of learning a second language, a large number of variables are implied. The task of subdividing and categorizing the factors of the affective domain presents one obstacle in the search for affective explanations of language success. Aspects of our emotional lives are the subject of the term "affect." Affect is broadly defined in this context as aspects of emotion, feeling, mood, or attitude that influence behavior. According to Brown, the affective domain of human behavior can be contrasted with the cognitive domain. Arnold, on the other hand, asserts that the affective aspect of learning is not antagonistic to the cognitive aspect. The learning process can be constructed on a stronger foundation when both are utilized simultaneously. Both the cognitive and the affective have no say and cannot be separated from one another. A variety of personality factors play a role in the development of affective states or feelings, which include feelings about oneself and others. An extensive definition of the affective domain that was provided by Benjamin Bloom and his colleagues is still widely used today.

1. Receiving is the first and most fundamental step in the development of affectivity. People must be aware of their surroundings as well as situations, phenomena, people, and things; give a stimulus their controlled or selected attention and be willing to receive—not to avoid—it.

2. The next step for individuals is to move beyond receiving to responding, committing themselves to a phenomenon or an individual in some small way. Such a response may be considered acquiescence in one dimension, but in a higher dimension, the individual is willing to respond voluntarily and without pressure, and then to be satisfied with that response.

3. Values are a component of the third level of affectivity: giving something, a behavior, or a person value. As values are internalized, they take on the characteristics of beliefs or attitudes. People commit themselves to a value to pursue it, seek it out, and ultimately desire it to the point of conviction, not just accept it to the point of being willing to be identified with it.

4. The fourth level of the affective domain involves putting values into a belief system, figuring out how they relate to one another, and creating a value hierarchy within the system.

5. Last but not least, individuals develop a self-awareness and self-perception based on their value system. People consistently act in accordance with the values they have internalized and incorporate their beliefs, thoughts, and attitudes into a comprehensive philosophy or world view. At this level, for instance, a total, self-consistent system is used to approach problem solving.

Although it was developed for educational purposes, Bloom's taxonomy has been utilized for a comprehensive comprehension of the affective domain of human behavior. Learners of a second language need to be receptive to both the language and the people with whom they are communicating, responsive to people and the context in which they are communicating, and willing and able to place a certain value on the communicative act of interpersonal exchange.

We must encourage students to receive information from all levels of the affective hierarchy if we are to implement the Bloom continuum in our instruction. We want them to respond to what they learn, to value it, to organize it, and possibly even to identify as scientists, science majors, or students of science.

Emotions and personality traits, and they either focused on habits and actions or on thinking and reasoning. Emotions have the potential to predominate over cognition in the process of learning a second language, according to brain scientists.

A comprehensive explanation of affect is essential for at least two reasons because of the recognition of the role that affect plays in language learning. First, better language learning can be achieved by paying attention to emotions. When dealing with the affective side of language learners, it is important to pay attention to both how we can solve problems brought on by negative emotions and how we can make and use more positive, helpful emotions. The most innovative methods and the most appealing materials may be rendered ineffective or even pointless when overly negative feelings like anxiety, fear, and stress are present. The other side of the argument is that encouraging positive emotional states like self-esteem, empathy, and motivation can greatly aid language learning. A second reason to pay attention to affect in the classroom of languages goes beyond language instruction and even the traditional academic setting. There is definitely room for dealing with emotions in a language classroom that emphasizes meaningful interaction. According to Ehrman, it is now abundantly clear that the goal of classroom learning is not simply to impart content knowledge.

CONCLUSION

Learning a language other than one's native tongue is the hallmark of the process known as "second language acquisition" (SLA). The various hypotheses and theories in the field of second-language acquisition about how people learn a second language are known as theories of second-language acquisition. Since linguistics, sociolinguistics, psychology, and education are all closely related to research on second language acquisition, most theories of second language acquisition can be traced back to one of these fields.

In fact, as we teach the language, we should also teach students how to live lives that are more fulfilling and how to be responsible members of the society in which they live. We must consider their cognitive and affective natures as well as their requirements in order to accomplish this. The language classroom can, in turn, make a significant contribution to the affective education of students by paying attention to their emotions, both of which can improve language teaching and learning. In a similar vein, individuals who are involved in the planning of language courses, the creators of instructional materials, and students of applied linguistics can gain a greater understanding of the significance of personality factors in language learning.

The purpose of this study is not to suggest that paying attention to affect will solve all learning issues or that we should now be less concerned with the cognitive aspects of learning, but rather to demonstrate that it can be very helpful for language teachers to choose to focus on affective questions at times.

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