THE INFLUENCE OF AFFECTIVE FACTORS IN LANGUAGE LEARNING

Usmonova Dilnoza
Teacher, Department of Integrated Course of English language №2,
Uzbek State University of World Languages

Abstract: the article deals with the issues based on the influence of affective factors in language learning. Taking into account the affective factor in teaching a foreign language means creating an environment in which the teacher and the student become psychologically equal partners in interaction. The psychological environment in the classroom can significantly affect the process of language acquisition, especially in the early stages of learning. Why some students work hard and willingly on mastering the language, and the difficulties that arise only add to them energy and desire to achieve their goal. At the same time, others do everything reluctantly, and the appearance of any significant obstacles dramatically reduces their activity. Such differences can be observed under the same external conditions of educational activity: a competent teacher, high organization of the educational process.

Key words: influence, affective, language learning, mastering the language.

Introduction

Learning foreign languages is not only mastering foreign language competence, but also communicative flexibility, the ability to learn, emotional stability, as well as the ability to psychologically engage in the learning process. The effectiveness of such a multilateral process of mastering a foreign language is directly related to the psychological readiness of the student to learn and use a foreign language both in the classroom and in life situation, to believe in their abilities, not to be afraid to make mistakes and not to feel "embarrassed" in communicating in a foreign language, i.e. .e. be able to overcome psychological barriers.

The effectiveness of studying and mastering a foreign language, its further professional use, in addition to the teacher's talent, to use the correct methodology for presenting and activating educational material, the ability to build trusting relationships with students and create a comfortable environment for them in the classroom, largely depends on the psychological state of the students themselves, on the ability to change the prevailing ideas about their abilities to assimilate and freely use foreign language both in the classroom and in real life.

The problem of psychological barriers as a significant obstacle to learning a foreign language has been the topic of numerous socio-psychological studies, which provide various definitions and classifications of psychological barriers in learning a second language.

V.F. Galygin calls a psychological barrier "an obstacle that prevents the optimal course of adaptation processes of a person to new environmental factors, caused either by the peculiarities of the situation, or by the characteristics of the message, or by the characteristics of the personality" [7].

A.A. Royak defines the psychological barrier as a kind of "socio-psychological phenomenon, which manifests itself as a result of a person's experience of communication difficulties" [9], and B.D. Parygin believes that the psychological barrier is "the mental attitude of the individual, fixed

on the already achieved result, which hinders the further mobilization and use of the spiritual potential of a person" [10].

Main part

Depending on the source of occurrence, psychological barriers can be divided into psychophysiological, informational, emotional, evaluative, semantic and intercultural. Psychophysiological barriers arise when there is no contact between the teacher and the student, there is no approximation of two linguistic realities, harmony and / or there is a large difference between the temperaments of the teacher and the student. Information barriers arise when the wrong choice of the training program, the discrepancy between the level of educational materials and the pace of its presentation at the initial level of the student's education.

Emotional barriers are primarily associated with an increase in the trainee's anxiety against the background of personal negative emotions of a different nature, lack of confidence in their ability to speak a foreign language, fear of making a mistake, creating discomfort in a group, inability to quickly answer a question, making everyone wait. Evaluation barriers are associated with a biased, in the student's opinion, assessment of his work and / or with the predominance of personal subjective negative attitude on the part of the teacher, which influences the assessment. Intercultural and semantic barriers occur when the student does not know how to communicate by means of a foreign language, does not know or does not want to know and take into account the rules of communication and discussions, expressing his opinion according to the traditions of the country of the target language, misunderstanding the statement of his interlocutor as a representative of another culture [5].

There is also a more simplified classification of psychological barriers, according to which they are divided into two groups: external and internal. External psychological barriers are objective obstacles of a social order that arise in front of the student, circumstances beyond your control and barriers created by the impossibility of an objective nature, some tension in the human society, professional differences between students, their belonging to different social groups, as well as such seemingly trivial reasons, such as the difficulty of finding a suitable program, training courses, a foreign language teacher, etc.

Internal, much more numerous psychological barriers of a subjective sense are psychophysiological and linguistic barriers to learning a second language inherent in a given personality. They are caused by factors such as age, the peculiarity of upbringing, the ability to learn foreign languages and faith in oneself, previous learning experience, the negative influence of which prevents the correct assessment of the situation, one's own language acquisition style, communication conflict, intrinsic motivation, memory, actualization of cognitive , emotional, semantic and intercultural spheres, awareness of a new linguistic reality, etc.

This paper discusses the most common internal psychological barriers (emotional filters) and some strategies for overcoming them.

Arab linguists H. Dulay, M. Bert [1] and S. Krashen [2] in 1977 put forward the theory of "affective" (emotional) filters that affect the process of successful language acquisition. Every student of a new subject has such filters, since a person in the process of studying a new subject cannot but experience certain emotions. Nevertheless, the level, the degree of such emotions is different for everyone. If the "affective" filter is low, a person will not have obstacles to mastering a foreign language, he will not have emotional barriers in the form of fear of making a mistake,

becoming an object of criticism, constantly expecting failure, in other words, nothing can impede the access of information to the student's brain. On the other hand, people with a heightened emotional filter will experience all of the above fears. A person is not able to assimilate the incoming information properly, to use it during a conversation. People with a high emotional filter, as a rule, have a large stock of vocabulary, know all the grammar rules, but because of the psychological barrier, they cannot use this knowledge.

There are four main categories of factors that have a positive or negative impact on the acquisition of a foreign language, depending on the level of a person's "affective" filter.

The first factor is motivation. Most linguists and psychologists consider motivation as one of the main factors affecting the degree of mastering a second language, without which even the most gifted people cannot achieve their goals, regardless of the training program and the availability of a qualified teacher. Motivation of a person learning a second language, according to R. Gardner [5], consists of three components: effort (assertiveness and time spent on learning), desire (a person's desire to achieve success and high results) and emotions (emotional reaction of the student to the process language learning). R. Gardner and W. Lambert divided motivation into two large groups: integrative and instrumental [7]. Integrative motivation is a person's desire to become a part of a foreign language culture, "integrate into it", to master a foreign language in order to communicate freely with native speakers, to obtain a certain status in society. Instrumental motivation is associated with the task of learning a foreign language as a "tool" for any practical purpose, in particular, to obtain a diploma or an international certificate, to study at a foreign university, to obtain a more prestigious job.

The second factor is the attitude to the subject and the process of comprehending it. A.K. Markova identifies several levels of attitudes towards learning a foreign language [6]:

Can't find what you are looking for? Try a literature selection service.

- negative attitude, when motives of avoiding troubles prevail, there is no interest, adequate self-esteem and all failures are explained by external reasons;

- a neutral (passively indifferent) attitude is observed when a student does not set himself any goals, is indifferent to the results of the educational process;

- a positive (amorphous) attitude, when a person shows a cognitive interest in the result of his studies, understands and performs the assigned tasks according to the model, but does not have clear motives;

- a positive (conscious) attitude, when a student has an independently set goal, the motives and goals of his actions are consciously correlated;

- a positive (active, creative) attitude is manifested if the student constantly improves the methods of cognition, applies them in new conditions, has high self-esteem and is capable of self-education;

- a positive (responsible) attitude, which is characteristic of people who are ready to improve the methods of cooperation with other people, who are able to take different conditional positions in joint work, actively and independently set goals for themselves and quickly move towards their implementation.

The third factor is anxiety. Anxiety is another affective factor, one of the most famous and common types of emotions that affects the learning of a second language. Students with a high level of anxiety experience acute excruciating anxiety, fear, and increased heart rate.

There are three types of anxiety [5] when learning a second language: communicative anxiety provoked by the actual and / or expected need to communicate in a foreign language with another student or teacher. Such anxiety is dominant and more than others has a negative impact on the learning of a second language; anxiety caused by the control of knowledge and skills, when a student experiences mental distress before, during and after the control task, exam, which leads to a low score. This type of anxiety is due to a number of reasons, such as previous negative experiences during testing, when just waiting for the upcoming tests and / or exams can create severe emotional discomfort, which, in turn, leads to another reason: insufficient preparation for lesson, preparation for it at the very last minute or a complete lack of preparation for the lesson in general due to the inability to plan your time, the ability to organize yourself, the complexity of the material being studied, a large amount of homework, etc.

The third type of anxiety is the fear of getting an unsatisfactory grade, the fear of condemnation and the constant expectation of a negative opinion from other students and the teacher, an attempt to avoid test situations because of the imminent danger of failure.

The fourth factor is self-confidence and self-esteem. Self-confidence is a necessary quality for any person striving to achieve success in learning. Success in learning a foreign language also largely depends on the student's faith in their abilities. Uncertainty in oneself, in one's abilities, fear of making a mistake, low self-esteem, expectation of failure and fear of becoming an object of criticism lead to increased anxiety, which develops into "tightness", and can have a negative impact on the process of learning a foreign language, cause a negative attitude towards it. reduce motivation, which is a serious obstacle. The student will constantly experience fear of failure and humiliation, feel inadequacy, be distracted from completing assignments and thereby create new obstacles for himself. Confidence in one's abilities can consist of many different components, such as confidence in the ability to communicate with the means of a second language at the proper level, confidence in getting a good and / or excellent grade when passing tests or exams, confidence in one's ability to comprehend and show excellent results in learning foreign languages, confidence to cope with any stressful situation in class or in life.

It is very important to timely identify strategies to overcome psychological barriers to mastering a second language, which include, first of all, the following: raising students' motivation and confidence in their abilities and reducing language anxiety.

The low level of academic performance of some students in learning a second language is caused by insufficient motivation due to lack of interest in the subject, confidence in their ability to cope with difficulties, dissatisfaction with the teaching method of the subject, any negative emotions regarding the language being studied and the meaning of studying it. To increase the motivation of students by making them interested in studying the subject, changing the teaching methodology depending on the student's personality, creating a relaxed but working environment in the classroom, introducing elements of the culture and history of the language being studied, is one of the main pedagogical tasks.

The teacher should be creative in the use of a variety of techniques and means of enhancing educational activities, so that learning a second language takes place in a simulated situation of linguistic communication, close to the real one. Creative assignments, non-verbal communication, role-playing games should become an integral part of the class. Increasing motivation largely depends on the student himself. There is a category of people who consciously believe that they are

being forced to learn a foreign language. This is especially typical for an adult, whose image of the world and values have already been formed [4]. The task of the teacher, therefore, by his methodology, by searching for motivations, personal influence, is to help overcome the contradiction, dissonance between the social requirements of knowledge of foreign languages and the personal position of a person who justifies the refusal and unwillingness to study it. It is very important to be able to explain to the student that taking an alienated position towards mastering a second language means in many ways to limit the paths of self-realization and self-development.

Conclusion

Thus, self-confidence goes a long way in reducing student anxiety. Conducting classes in a favorable, lively, harmonious environment, encouraging, ignoring grammatical, lexical and phonetic errors that do not impede communication, praise will help students overcome psychological barriers and reduce anxiety. The teacher should not only encourage students to work on joint projects and discussions, but also not always force students with increased anxiety to participate in them, but replace these tasks with other works, give more shy students the opportunity to work in a pair / group with those who always feel like comfortable in the classroom. The teacher's task is to find the best option in which a person studying a foreign language achieves their goals and does it in the most favorable emotional environment.

References:

1. Dulay H., Burt M., Krashen S. Language Two. - New York: Oxford University Press, 1982.
2. Krashen S. Second Language Acquisition and Second Language Learning. - Oxford: Pergamon Press, 1981.
3. Rubinstein S.L. Problems of general psychology. - M.: Pedagogy, 1976.
4. Parygin B.D. Social Psychology: Problems of Methodology, History and Theory. - SPb .: Publishing house IGUP, 1999.
5. Shakurov R.Kh. Barrier as a category and its role in activity // Questions of psychology. - 2001. - No. 1. P. 3-18.
6. Bozhovich L.I. Selected psychological works // Problems of personality formation / otv. ed. DI. Feldstein. - M.: International Pedagogical Academy, 1995.
7. Rogers C. Client-Centered Therapy: Its Current Practice, Implications, and Theory. - London: Constable & Robinson Ltd., 2003.
8. Kitaygorodskaya G.A. Methodical bases of intensive teaching of foreign languages. - M .: Publishing house of Moscow State University, 1987.
9. Galygin V.F. On the manifestations of the psychological barrier in the implementation of automated control systems // Socio-psychological problems of leadership and management of teams. - M., 1974. P. 21.
10. Royak A.A. Psychological characteristics of difficulties in relationships with peers in preschool children: author. dis. ... Cand. psychol. sciences. -M., 1975.