



PSYCHOLOGICAL FEATURES OF LEARNING ENGLISH LANGUAGE

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ANNOTATION

The article discusses the psychological characteristics of learning english language. English is the most studied foreign language in the world and acts as a leading means of intercultural and interlingual communication.

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Currently, in modern conditions, the issues of learning the English language are gaining more and more importance. This language is as international, acts as a leading means of intercultural and interlingual communication, is the most studied foreign language in the world. Therefore, English as a discipline is a compulsory language for study in school, college, and also in higher education. [1].

The methods of teaching English are changing under the influence of research in the basic sciences for the methodology, one of which is psychology.

Psychology is the science of the laws of the mental reflection of reality in the mind of a person, exploring the mental properties, mental activity and state of the individual, depending on the conditions in which they appear.

Learning English 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 English both in the lesson and in life situation, to believe in

their abilities, not to be afraid to make mistakes, i.e. be able to overcome psychological barriers [3].

The process of teaching English is influenced by the following characteristics of the human psyche:

- ✓ learning ability;
- ✓ creativity;
- ✓ -temperament;
- ✓ Attention;
- ✓ - thinking;
- ✓ - perception;
- ✓ - memory.

To successfully master the English language, suggests a study of various learning strategies, among which scientists distinguish the main ones:

- strong motivation for communication and learning;
- relaxedness;
- the exact choice of the language form;
- attention to meaning;
- the desire to guess and the accuracy of guesses;
- self-control of speech, competence;
- communication.

Arab linguists H. Dulay, M. Bert and S. Krashen in 1977 put forward the theory of "affective" or

emotional filters that affect the process of successful language acquisition. If the "affective" filter is low, a person will not have obstacles to mastering a foreign language, he will not have emotional barriers. People with an increased emotional filter, on the contrary, expect all of the above fears, as a rule, they have a large stock of vocabulary, they know all the grammatical rules, but they cannot take advantage of this knowledge due to the psychological barrier, self-doubt. [1,2].

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 [1,2].

The first factor is motivation, which is the starting mechanism of all activities. In psychology, there are global, situational and instrumental motivation. Most linguists and psychologists view motivation as one of the main factors affecting the degree of mastery of the English language.

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, including English:

- ✓ negative attitude, lack of interest, adequate self-esteem;
- ✓ neutral or passively indifferent attitude, when students do not set themselves any goals and are indifferent to the results of the educational process;
- ✓ a positive or amorphous attitude when a person shows a cognitive interest in the result of learning, understands and fulfills all the tasks set according to the model, but does not have clear motives;
- ✓ a positive or conscious attitude, when a student has an independently set goal, the motives and goals of his actions are consciously correlated;
- ✓ a positive or active, creative attitude is manifested if students constantly improve the methods of cognition, apply them in new conditions, have high self-esteem and are capable of self-education;
- ✓ a positive or responsible attitude, which is characteristic of people who are ready to improve the ways 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 emotion that affects English learning. Students with a high level of anxiety experience acute excruciating anxiety, fear, increased heart rate.

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 English 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 English, cause negative attitude, reduce motivation, being a serious obstacle. Students will constantly experience fear of failure and humiliation, feel their inadequacy, be distracted from completing assignments and thereby create new obstacles for themselves. [1,2].

Self-confidence can be made up of many different components, such as:

- ✓ confidence in the ability to communicate by means of the English language at the proper level;
- ✓ -confidence in getting a good or excellent mark when passing tests or exams;
- ✓ confidence in their ability to comprehend and show excellent results in learning English;
- ✓ -confidence to cope with any stressful situation in class or in life.

Thus, the psychological aspects of language learning play an important role in the process of teaching English. Psychological aspects determine not only the goals and objectives of teaching, motivation, interest of students, but methods and approaches to teaching. English as an academic discipline is very specific and intertwined with all sciences, since there can be no knowledge without language. Therefore, the influence of the study of the English language on the personal, general intellectual and general cultural development of a person once again emphasizes the important role of psychology in this process.

LITERATURE

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