

IMPACT OF PSYCHOLOGICAL FACTORS ON LEARNERS IN SECOND LANGUAGE ACQUISITION

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<https://doi.org/10.5281/zenodo.10898045>

Abstract. *In our globalized world, learning new languages is becoming the priority of every people who want to work on themselves. But during this period it is normal that everyone could be demotivated due to the obstacles, cultural differences, and also grammar and structural rules. Although at the end ones who can keep their motivation, interest, and aims could acquire that language and culture. From that views the psychological situation is a key in such periods.*

Keywords: *acquiring, psychological factors, characteristics, anxiety, cognitive skills, psychology, motivation, self-esteem, culture, second language.*

Introduction

The problem of the formation and development of motivation for learning occupies one of the central places in Educational institutions. Its relevance is due to the priority areas of growth and modernization of education. The motives of teaching modern youth studying in educational institutions are undergoing significant changes under the influence of the new conditions of society, the new system of values that is promoted through various information channels. Therefore, the formation of motivation is not a simple increase in a positive or negative attitude towards learning, but the complication of the structure of the motivational sphere behind it, the motivations included in it, the establishment of new, more mature, sometimes contradictory relationships between them (Bashynska et al., 2021; Isroilova, 2021; Urban, 2021). These separate aspects of the motivational sphere should become the object of the teacher's control. Teachers cannot always clearly state why a student does not want to learn, what aspects of motivation he has not formed, in which case he does not want to learn, and in which case the teachers did not teach him to organize actions in such a way that motivation for learning appears.

It is true that every people face with obstacles in acquiring new languages. But some of them can be succeed in this field, because others can not endure psychological pressures, because they have already lost their motivation.

METHODS

Can psychological factors affect learners second language acquisition?

Absolutely yes, because interaction with others is a part of person's psychological and social skills. Psychological factors are crucial in a way of acquiring and using second language, successfully.

It is proven by Rosa María Corredera Martos(2006) psychological factors can be divided into two categories: affective or emotional, and cognitive, although there is not a clear cut between affective and cognitive factors.

The first factor is self esteem in acquiring new language. The feelings of a person about herself/himself plays a key role in doing something. As Schumann said there are three aspects of self-esteem:

Global (overall assessment of one's worth)

Specific (self-evaluation in various life situations, e.g., at work, and in individual Characteristics, such as personality and intelligence)

Task (self-evaluation in particular tasks)

It is unclear that high self-esteem causes language success, but people should push themselves to acquire it.

The second key factor is motivation. Motivation is a tool to push you into your goals. If you are not motivated to learn languages, even your self-esteem is so high you will not succeed in this field. There are two types of motivation according to Gardner and Lambert:

Instrumental motivation (the need to acquire a language for a specific purpose, e.g. getting a job)

Integrative motivation (the desire to become a member of the culture of the second language group)

Although it is hard to identify and study it, motivation is key to learning.

Eventhough psychological factors have benefits, other factors can be a real obstacle.

RESULTS AND DISCUSSION

Anxiety can be a real example.

Language anxiety is conceptualized as a situation-specific personality trait having two psychological components: emotional arousal and negative self-related cognition (MacIntyre in David:148). He further stated that these components ostensibly interfere with behavior instrumental to language learning, and are more intense in people who are dispositionally high in language anxiety. In line with David, Brown (1994) states that second or foreign language learning is a complex task that is susceptible to human anxiety, which is associated with feelings of uneasiness, frustration, self-doubt, and apprehension. In addition, Shumin (1997) found that the anxiety provoked her students in speaking English in China. It happened especially when they speak the target language in public, especially in front of native speakers. Sometimes extreme anxiety occurs when English Foreign Language (EFL) learner become tongue-tired or lost for words in expected situation, which often leads to discouragement and general sense of failure. Brown (1994) says that adults, unlike children, are concerned with how they are judged by others. They are very cautious about making errors in what they say, for making errors would be a public display of ignorance that would be an obvious occasion of “losing face” in some cultures such as in Indonesia, China and in other oriental countries. Clearly, the sensitivity of adult learners to making mistakes has been the explanation for their inability to speak English without hesitation.

Certain personality patterns will cause students to react negatively to our verbal instructions and command. For example, students with high anxiety levels (uptight people) do not respond to motivational instructions such as “it is important that you do well,” and “this will count double on your grade, “ etc. As well as people with lower anxiety levels. Most personalities respond more positively to praise than to punishment and blame. Thus, avoid saying “why can’t you learn this? It is so simple. My other classes didn’t have any trouble with it at all. Tomorrow you take the test whether you know it or not, “otherwise the students will get frustrated (Smith; 1975)

Motivation is a second example.

A social psychological factor frequently used to account for differential success in learning a second language is motivation. This has an intuitive appeal. It makes sense that

individuals who are motivated will learn another language faster and to a greater degree. Furthermore, numerous studies have provided statistical evidence that indicates that motivation is a predictor language-learning success (Gass, 1994). Gardner, in early work with Lambert and in later work with colleague at the University of Western Ontario, is the primary figure in the field of motivation in second language learning. “Motivation involves four aspects, a goal, effortful behavior, a desire to attain the goal and favorable attitude toward the activity in question” (Gardner, 1985). He differentiates between two types of motivation: integrative and instrumental. Integrative motivation refers to motivation that comes from a desire to integrate with the target language (TL) community; instrumental motivation comes from the rewards that might come from the learning (e.g. learning English in order to study mathematics in English-speaking university). Integrative motivation is hypothesized to be a better predictor of a second language success than instrumental motivation.

Meanwhile, Nation (in Huerta, 1979) divides motivation into primary motivation and secondary motivation. Primary motivation in which the interest comes from the learner himself, and not from outside the learner. To get this type of response from learners should be a must for all teachers. If the teacher can make the learners feel that they want to learn, that they are interested, the subject they are studying is exciting. Secondary motivation refers to the feeling of the learners that they must learn in order to pass a test, to avoid punishment, or to please his parents or teachers. Fostering student’s motivation to attain a foreign language achievement is very important. Finocchiaro (in O’Brien, 1977) advises teachers for fostering motivation as follows:

A) Freedom for fear: e.g. Learners should not be embarrassed if they have not done their assignment, if they make error in production, or if they cannot respond immediately.

B) Understanding: e.g. Teachers must consider the socio-economic, cultural, and emotional background of the learners in order to help them maintain their pride in themselves.

C) Experiences: e.g. Learners must engage in a wide variety of activities in order to fulfill their need for thinking, learning, doing, or choosing.

D) Love: e.g. The teacher often has to take the role of a substitute parent and be aware of the hunger for affection of the learner who, rightly or wrongly, feels rejected by family or peers.

E) Belonging: e.g. Learners should participate with the class “community” in all facets of planning and decision making during the learning process.

F) Achievement and Actualization: e.g. Learners should be helped to perfect today what they might have been able to do only haltingly yesterday. They should receive continuous feedback of their own aspirations and ideas.

G) Grouping and Individualization: e.g. The teacher should be aware of the level at which each student is capable of operating at any moment in time, of his or her optimal way of learning, of the time he or she needs to learn and should gear classroom group and individual activities to take all these factors into account.

H) Success: e.g. The learners should experience numerous small intermediate successes and attain short term goals which will then motivate him or her to continue working toward individual, school, community, or nation-wide goals (depending on his or her age level and learning).

Conclusion

In conclusion, psychological tools: motivation, anxiety, self esteem are as crucial as cognitive skills. Moreover interest, sociability, focus plays a vital role in second language acquisition. So if learners rely on their brain and discipline rather than emotions, their psychological factors will begin to work to their benefits.

To extent motivation demands a well-balanced combination of the teachers art and skills. It is not enough for the teacher to make use of psychological principles of whether schools to motivate learners. The teacher can also foster motivation through his or her own sense of security resulting from adequate linguistic and methodological preparation (O'Brien, 1977).

As a whole, motivation in second language acquisition may be thought as the incentive, the need, or the desire that the learner feels to learn the second language. With regard of motivation, like all type of learning, motivation to learn a language is undoubtedly important in the success or lack of success in learning.

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