

PSYCHOLINGUISTIC RELATIONS IN LANGUAGE LEARNING

Students of SamSIFL:
Almaxammatova Zarnigor
Ungalova Durdona
Scientific supervisor: Teacher of SamSIFL
Liliya Iskandarova

Abstract

This article covers the concept of motivation, types of motivation and factors affecting it. The article also examines the role of motivation in learning and participation in social contexts. The article also provides information on various authors who have researched this concept and provides insights into the research they have conducted. The changes and results are studied in detail, and it is emphasized that motivation strengthens the incentives of the learner in achieving his goals and provides the desired results. In addition, in this article, the factors influencing the successful learning of a foreign language are discussed. will be considered. The author shows their interdependence and influence on the process of learning a foreign language. Methodological and psychological aspects of foreign language learning are discussed in the article.

Keywords: Foreign language, factor, motivation, ability, barrier, fundamental motivation, verbal and non-verbal, linguistic input, cognitive theory, intrinsic motivation, extrinsic motivation, target language, impulse, orientation , integrative direction, , language ability.

The process of learning a foreign language depends on many factors, the most important of which is the student's attitude and motivation to the language. An attitude towards the language and a strong motivation facilitate the process of learning a foreign language, and also help to overcome difficulties. A deep understanding of these two factors and proper targeting can make the language learning process effective and interesting. Attitudes towards language learning are mainly determined by how a person views language learning. If a student develops a positive attitude towards learning a new language, he will learn the language faster and more effectively. For example, a person who believes that English is a widely used language around the world may have a positive attitude towards learning it and devote more time to it. On the contrary, a person who sees language learning as an obligation may face various psychological obstacles in this process. And motivation is an internal force that encourages the realization of goals and desires. There are two types of motivation in learning a foreign language: intrinsic and extrinsic. Intrinsic motivation sees language learning as a process of personal interest and self-development. In this case, a person learns a language to improve their skills, learn a new culture, or actually read foreign books. People with such motivation are constantly active in language learning and work harder to achieve their goals.

Extrinsic motivation usually exists to achieve a result. For example, the desire to find a good job, to be admitted to a foreign university or to travel abroad. People with extrinsic motivation can also achieve success, but this motivation may not be permanent; once the goal is achieved, there is a possibility that the interest in learning the language will decrease. Motivation and attitude towards the language complement each other. When the motivation is high, the positive attitude towards the language increases, and vice versa. Therefore, by combining these two factors in learning a foreign language, by setting the goals correctly and making the process interesting, one can learn the language effectively and successfully. The main problem in learning a language is that sometimes a person faces difficulties and this demotivates him. But it is possible to overcome such difficulties by keeping patience and faith in yourself, thinking about future successes. Therefore, it is important to maintain a positive attitude and strong motivation in the process of learning any foreign language. determines how effective and useful the acquisition will be. If a student develops a strong motivation and has a positive attitude towards language learning, he can create an important foundation for success. In language learning, motivation is divided into two main types: internal and external motivation. These two types differ in how they approach the language learning process and how it affects their success.

1. Intrinsic motivation. Intrinsic motivation is a type of motivation that is acquired due to self-satisfaction or personal interest. In this case, the process of language learning becomes its own goal, and the student perceives it not as an obligation, but as an enjoyable and interesting activity. Factors that form the basis of internal motivation: Self-development: Student are doing language learning to improve their skills and expand their knowledge.

Personal Interest: A learner is motivated to learn a language because the process of learning a new language is enjoyable in itself.

Interest in culture and art: Language is studied to get acquainted with a new culture, literature, film or music.

Enriching personal experiences: The student wants to expand his worldview, explore the world more widely or travel.

Intrinsic motivation strengthens the student's attitude to language learning, because this type of motivation creates an internal incentive for the student to achieve his goal and remains constant.

2. External motivation

External motivation usually depends on the result achieved by learning the language. This type of motivation represents the student's actions in the language learning process due to external reasons or goals.

Factors underlying external motivation:

Professional needs: Language is learned in order to find a good job, advance in career or work in a foreign company. Educational and academic goals: The language may be needed for admission to a foreign university or to write a research paper.

Environmental pressure: Demand in society, pressure from parents or peers also sometimes motivates to learn a language.

Self-presentation: Using language skills to make yourself better known to others or demonstrate your level of knowledge.

Extrinsic motivation is often focused on a specific goal, and once the goal is achieved, the motivation may wane. But if these goals are clear and attractive, the learner can be more consistent in learning the language. A combination of internal and external motivation. Often, successful language learners work in a combination of internal and external motivation. For example, if a student learns a language because of a professional need, if he also considers it an interesting process to learn a new culture or develop his skills, the motivation will be stronger and last longer. by understanding the types of motivation in learning, the student chooses suitable methods and keeps motivation at a high level. This makes learning a language not only effective, but also interesting. According to Gardner's opinion on learning a foreign language, "A person can learn a foreign language only if he has a desire to learn it, and this person learns a foreign language." it shows his eagerness to learn." The Oxford Dictionaries defines motivation as follows. "Defined as manifested in the actions or behavior of a person." Motivation is an abstract concept, and it is difficult to define motivation. Students who learn a foreign language through motivation stand out because they are more enthusiastic about learning a foreign language and they achieve better results in learning a foreign language. Motivation plays an important role in learning a foreign language plays. If language teachers do not understand that motivation is related to language learning, they will not be able to organize the lesson effectively. The essence of motivation is that it is manifested through the strong desire of a person. It is manifested through the inner goals and desires of a person. Successful foreign language learners are able to learn the language effectively by finding their strengths and weaknesses, knowing their strengths and weaknesses. Motivation is also one of the most active methods for teaching a foreign language, and if teachers explain the language using various motivational trainings in the audience, it helps students learn the language faster. According to Richards, motivation is a factor that determines a person's desire to do something. From this we can know that a person will achieve his goals only if he does something willingly. The role of attitude and motivation in foreign language learning is also explored by Gardner and Lambert, who comment as follows, "They defined motivation as the learner's overall goal and orientation, and attitude as the learner's pursuit of a goal. determined as firmness" .

The role of attitude in language learning.

Attitude is also important in language learning. Attitude is a learner-dependent factor in language learning. The student's easy and difficult language learning is shown by the student's good and bad attitude towards learning the language. What is the attitude itself? How is it formed? Can it be changed? Can we change our attitude? Several definitions of attitude have been given by scientists. The best definition of attitude is given by Allport. According to him, attitude is a state of mind that is organized through our experiences and that directs or dynamically influences the attitude of a person to all objects and situations with which he is aware. Kudo also pays more attention to attitude as an explanation of human behavior and says: "Attitude is a

negative or positive attitude of a person to a certain object, person, feelings." Baker also defined attitude, according to him, attitude is seen as the direction of human behavior and its manifestation in human behavior. The age factor has been a debated issue for many years, and it can also be found in research papers. In this study, the link is not to the critical period hypothesis, but to the relationship of age to motivation. When it comes to teaching a foreign language or a second language, the situation is quite different from language level does. In most cases, older children learn the target language earlier learn and understand faster than beginners. Nikolov's stated that motivation is usually higher when students are young, but time it decreases over time. Dzhigonovich found that as students get older they become less enthusiastic. By Singleton Bongaerts et al refers to the studies carried out and the English class after the age of twelve at the same level as native speakers who started learning in their environment about Dutch students who can pronounce English. We will talk about the importance of motivation in learning a second language in a school environment. Learning a second language is very different from learning other school subjects, and therefore students may have different attitudes and beliefs about the value of language learning. Based on this, Gardner hypothesized that the cultural context can influence an individual's final success in language learning and proposed a model that shows the influence of cultural and educational contexts on motivation in learning a foreign language. According to Biggs, internal motivation is an important part of the relationship between metacognitive approaches to learning and academic achievement. Stationary and Stewart also noted that there is a positive relationship between metacognition, motivation, and academic achievement. There are many factors that influence a person's motivation and attitude toward learning a second language, such as personality, classroom environment, and learner preferences and beliefs. However, since the present study focuses on and examines factors such as gender, school type and age, the following discussion will include only these factors without questioning the importance of other factors. In addition, the concept of "effective way" includes the concept of "fast way", because the accelerating pace of life in the 21st century does not allow a person to study English methodically for several years, it is possible they believe in a non-existent result. In the future. Modern man needs immediate results, already on the way. On the way, the result is understood, of course, not fluency, but at least speaking in English on everyday topics in the simplest situations of social interaction. The same didactic methods and techniques can be effective in one situation and ineffective in another. Considering all this, it seems that only didactic understanding of the problem of learning English is not enough. It is necessary to pay more attention to the factors influencing this process, but lying outside of linguodidactics. The most important of them are psychological, and in this article we show their connection with purely methodological aspects. Among the main psychological aspects of learning English, the most important are: motivation and interest in learning the language; language learning ability; the ratio of language and speech in learning; language barrier. Motivation is the main factor in language learning. As in any activity, if a person does not want to do something or does it by force, he

will not achieve a high result. The result in language learning can only bring motivation to achieve success. Motivation to avoid failure can be a one-off. For example, a student is afraid of failing an exam with a demanding English teacher. It will pass the test, maybe not badly, but such a local success will not have a long-term effect. The fact is that it is necessary to gradually form and develop foreign language skills, and then maintain them throughout life, of course, this cannot be done by force. Demand in the labor market is an important motivating factor for people learning English. Language psychology primarily deals with subjective, internal barriers. The first and main obstacle to overcome when starting to learn a foreign language is to overcome the initial fear of this seemingly difficult task. As a rule, such obstacles appear in people who start learning a foreign language as adults. An adult must make his own decision. This fear can be associated with, for example, the possibility of failure and loss of self-confidence. For many Russians, the main fear during a conversation in a foreign language is still the fear of making grammatical mistakes. In this sense, it is still psychologically difficult for us to move away from the Soviet grammar-translation system, where the formal correctness of the phrase is in the first place, not the communicative value. At the same time, we make very calm grammatical mistakes when speaking in our native language, sometimes we deliberately break it for stylistic purposes, and this does not affect our communication in the language at all. Didactic and pedagogical in the process of learning a foreign language aspects are closely related to each other, because in this process we teach or learn speech, communication and master the system of its implementation. Communication training cannot be effective if it is considered within the framework of a "dry" methodology. Psychological aspects of language teaching determine not only the goals and objectives of teaching, motivation, student interest, etc., but also, apparently, specific learning styles and approaches, so the importance of language teaching is not neglected. can not be left. The psychological component in this educational process. Foreign language as an academic subject is very special. It is not a science in itself, but all sciences and all areas of human knowledge are related to it, because without language there is no knowledge. Therefore, language learning has a great impact on personal, general intellectual and general cultural development of a person, which once again emphasizes the important role of psychology in this process.

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