

## UNDERSTANDING LEARNER- CHARACTERISTICS: PSYCHOLOGICAL FACTORS AND LANGUAGE DEVELOPMENT

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Language learning is a complex and multifactorial process, in which not only intellectual, but also psychological factors play an important role. Each student has his own individual psychological portrait, and this aspect determines their success in language acquisition. Therefore, the teacher must deeply analyze the psychological characteristics of students and be able to approach them individually.

Motivation is an internal or external force that encourages a student to learn a language. Integrative (interest in culture and society) and instrumental (professional or educational goals) motivations directly affect students' language acquisition.

Students with a high level of anxiety have more difficulty learning a new language. They are afraid of making mistakes and do not engage in active communication, which slows down language development.

In the language learning process, teachers are not only providers of knowledge, but also important people who understand and support the psychological state of students. In particular, it is an important task of the teacher to reduce the level of anxiety of students, to allow them to express their thoughts freely without fear of mistakes. To reduce anxiety, teachers need to show students that mistakes are a natural state, an integral and useful stage of learning. Such an approach creates a basis for students to freely express their knowledge and not hesitate to try new knowledge.

Students' efforts should also be regularly recognized and their small achievements should be appreciated. This increases their self-confidence and motivates them to be active in the lesson. The teacher's positive thoughts and motivational approach strengthen the student's internal state of mind.

Another important factor affecting success in language learning is cognitive development. Cognitive development is the student's ability to think, understand, and process information. There are various theories in psychology on this subject. For example, according to Piaget's theory, children's language acquisition depends on their intellectual development stages, and as they grow older, their ability to understand complex language structures also increases. Vygotsky emphasizes that language learning is closely related to social and cultural factors. According to him, students acquire language through communication with their peers and adults.

Self-confidence is also one of the decisive psychological factors in language learning. If a student feels capable of learning a new language, he will be more active, not afraid of mistakes, ask questions, and strive to deepen his knowledge. On the contrary, low self-confidence can lead to negative consequences such as fear of mistakes, fear of failure, and giving up on language learning. It is important for teachers to encourage students in this regard, emphasize their achievements, and explain that learning from mistakes is a positive process.

The process of language learning is not limited to the acquisition of grammatical rules and vocabulary. This process is inextricably linked to the overall psychological state of the learner. Motivation, anxiety, cognitive development, self-confidence and social environment are the main factors determining the success of language learning. Intrinsic motivation - that is, the learner's desire to learn a language on his own - increases the effectiveness of learning. Extrinsic motivation - occurs through factors such as rewards, grades or parental demands. Both types of motivation have their own specific role, and they directly affect the level of persistence and aspiration of the learner.

That is, teachers can make the language learning process more effective and enjoyable by taking into account the psychological needs of students in their activities, providing them with constant positive encouragement, reducing anxiety, increasing motivation, strengthening self-confidence, and helping them learn through mistakes.

Self-confidence and positive self-esteem are important in language learning. A student who values himself is active, independent, and creative.

A student's previous experience of learning foreign languages, his approach to learning, and psychotype (introvert or extrovert) affect language acquisition.

Some students learn better through seeing (visual), others through hearing (auditory), or through movements (kinesthetic). Correctly determining the style increases learning efficiency.

Social factors such as family, school, peers, cultural environment shape the attitude towards language learning.

The process of learning and teaching a foreign language has not only linguistic, but also deep psychological foundations. Each student encounters a number of mental, emotional and social factors in the process of language acquisition. It is almost impossible to provide effective education without taking these factors into account. Language learning itself is a complex mental activity, since a number of mental processes such as perception, memory, thinking and speech formation are actively involved in it. In particular, understanding a text written in a foreign language, remembering new words and being able to use them in context are closely related to the cognitive potential of the student.

In the modern educational process, the teacher plays the role of not only a provider of knowledge, but also a psychological supporter. When teaching a foreign language, the teacher must have a deep understanding of the psychological factors inherent in the development of students. He should conduct lessons taking into account the mental development of students, their level of concentration, their ability to remember, their interests and social needs. This knowledge is an important factor in choosing an approach that suits the individual needs of the student.

Another important aspect in teaching a foreign language is the process of controlling attention and activating perception. Each student has individual psychological characteristics in mastering the material. Someone learns better visually, someone through hearing. Therefore, the teacher should use a variety of methods during the lesson - visual aids, audio materials, interactive methods, and apply an approach suitable for different psychotypes of students. By properly managing attention and involving the student in the lesson, the effectiveness of language learning can be increased several times.<sup>1</sup>

In conclusion, it is important to have a deep understanding of psychological factors in the language learning process, to respect the individuality of each student, and to apply pedagogical approaches appropriate to them. Such an approach not only accelerates the language development of students, but also supports them spiritually. Also, learning and teaching a foreign language is a complex but rich psychological process. In this process, the teacher is required not only to have language knowledge, but also to have deep psychological concepts, an approach appropriate to the students' psyche, the ability to manage attention and increase motivation. The teacher should encourage the student not only to language, but also to think, learn independently, communicate, and express himself. Only then will foreign language education give real results.

### References

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<sup>1</sup> Karimov, A. (2020). "Chet tilini o'rganishda psixologik yondashuv." Pedagogik izlanishlar jurnali, №3.