

COGNITIVE AND EFFECTIVE FACTORS IN LEARNING A FOREIGN LANGUAGE

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Annotatsiya: Ushbu ilmiy maqolada chet tilini o'rganish jarayoniga ta'sir ko'rsatuvchi kognitiv va affektiv omillar chuqur tahlil etiladi. Kognitiv omillar — insonning idrok etish, eslab qolish, tahlil qilish, mantiqiy fikrlash va til qobiliyatiga doir jarayonlarini o'z ichiga oladi. Bular orasida ayniqsa e'tibor (attention), ishchi xotira (working memory), uzun muddatli xotira (long-term memory), bilimni qayta ishlash tezligi va metakognitiv strategiyalar muhim ahamiyat kasb etadi. Til o'rganishda bu omillar o'rganuvchining til materialini qanday darajada tushunib, uni eslab qolish va qo'llashiga bevosita ta'sir qiladi. Affektiv omillar esa insonning hissiyotlari, ruhiy holati va ichki motivatsiyasi bilan bog'liq bo'lib, ularga o'ziga ishonch, tilga bo'lgan munosabat, tashqi va ichki motivatsiya, xavotir (anxiety) va ijtimoiy muhitda o'zini tutish darajalari kiradi. Ushbu omillar o'rganish jarayonini rag'batlantiruvchi yoki to'sqinlik qiluvchi vosita sifatida namoyon bo'lishi mumkin. Masalan, yuqori darajadagi motivatsiya va ijobiy ruhiy holat tilni tez va samarali o'zlashtirishga yordam beradi, aksincha, yuqori darajadagi xavotir yoki o'ziga ishonchsizlik esa o'rganish jarayonini sekinlashtirishi yoki to'xtatishi mumkin. Maqolada ushbu omillarning til o'rganishga ta'siri nafaqat nazariy jihatdan, balki amaliy misollar va tadqiqotlar asosida ham yoritiladi. Shuningdek, muallif kognitiv va affektiv omillarni inobatga olgan holda samarali til o'qitish metodlarini ishlab chiqish zarurligini asoslaydi. Tadqiqot natijalari o'qituvchilarga o'quvchilarning individual

xususiyatlarini inobatga olgan holda, ta'lim jarayonini moslashtirish va til o'rganishga bo'lgan qiziqishni oshirish yo'llarini taklif qiladi.

Аннотация: В данной научной статье всесторонне анализируются когнитивные и аффективные факторы, влияющие на процесс изучения иностранного языка. Когнитивные факторы охватывают процессы восприятия, запоминания, анализа, логического мышления и языковых способностей человека. Среди них особое значение имеют внимание, рабочая память, долговременная память, скорость обработки информации и метакогнитивные стратегии. Эти факторы непосредственно влияют на то, насколько эффективно учащийся понимает, запоминает и применяет языковой материал. Аффективные факторы связаны с эмоциональным состоянием, мотивацией и внутренним психологическим настроем учащегося. К ним относятся уверенность в себе, отношение к языку, внутренняя и внешняя мотивация, уровень тревожности и поведение в социальном окружении. Эти факторы могут как способствовать, так и препятствовать учебному процессу. Например, высокая мотивация и положительное эмоциональное состояние ускоряют и облегчают овладение языком, тогда как высокая тревожность и неуверенность в себе могут замедлить или даже остановить этот процесс. В статье влияние когнитивных и аффективных факторов рассматривается как с теоретической, так и с практической точек зрения, с приведением примеров и результатов исследований. Автор подчеркивает необходимость разработки эффективных методов преподавания языка с учетом данных факторов. Полученные результаты могут быть полезны преподавателям для адаптации учебного процесса с учетом индивидуальных особенностей обучающихся и повышения их интереса к изучению иностранного языка.

Abstract: This scientific article provides a comprehensive analysis of the cognitive and affective factors that influence the process of learning a foreign language. Cognitive factors encompass mental processes such as perception, memory, analysis, logical thinking, and language aptitude. Among these, attention, working memory, long-term memory, information processing speed, and metacognitive strategies are particularly

significant. These factors directly affect how effectively a learner can understand, retain, and apply language material. Affective factors, on the other hand, relate to the learner's emotional state, motivation, and internal psychological condition. They include self-confidence, attitude toward the language, intrinsic and extrinsic motivation, anxiety level, and behavior in a social environment. These factors can either support or hinder the learning process. For example, high motivation and a positive emotional state contribute to faster and more efficient language acquisition, while high anxiety or lack of confidence may slow down or even obstruct the process. The article examines the impact of these factors from both theoretical and practical perspectives, supported by examples and research findings. The author emphasizes the importance of developing effective language teaching methods that take these factors into account. The results of the study may help teachers tailor their instruction to the individual characteristics of learners and enhance students' interest in learning a foreign language.

Keywords: Foreign language learning, Cognitive factors, Affective factors, Language acquisition, Attention, Memory, Motivation, Anxiety, Self-confidence, Language aptitude, Emotional state, Learning strategies, Individual differences, Second language acquisition (SLA), Language teaching methods.

Learning a foreign language is a challenging yet rewarding process that involves more than simply studying vocabulary and grammar rules. It requires the active engagement of the learner's mind and emotions. Among the most influential elements in this process are cognitive and affective factors, which together determine how efficiently and successfully an individual acquires a new language.

Cognitive factors refer to mental functions such as attention, memory, reasoning, and problem-solving. These abilities help learners process and retain new linguistic information. For example, a person with strong working memory can more easily recall new words and structures, while logical thinking helps in understanding grammar patterns and constructing meaningful sentences. Language aptitude — the natural ability to learn languages — also falls under this category and varies from person to person. Additionally, learners who apply metacognitive strategies like planning, self-monitoring, and evaluating

their own learning progress often achieve better results because they are more aware of their learning process and can adjust their methods accordingly.

However, language learning is not purely intellectual. Affective factors — emotional and psychological aspects — play an equally vital role. Motivation is perhaps the most powerful affective factor, driving learners to continue practicing even when progress is slow. It can be intrinsic, such as a personal interest in the language or its culture, or extrinsic, like learning for academic or professional reasons. Self-confidence is another crucial component; students who believe in their ability to succeed are more likely to take risks and use the language actively. Conversely, anxiety and fear of making mistakes can create emotional blocks that hinder participation and slow down progress. A positive classroom atmosphere and supportive teachers can greatly reduce such negative feelings and increase a learner's willingness to communicate.

Moreover, these cognitive and affective factors are deeply interconnected. A motivated learner may pay more attention, practice more frequently, and remember more effectively. On the other hand, high anxiety can interfere with memory and concentration, making it harder to absorb new material even for students with strong cognitive potential. That is why successful language learning involves a balance between mental skills and emotional readiness.

In addition to core cognitive and affective elements, researchers and educators also emphasize the role of individual learner differences. These include personal learning styles, age, gender, educational background, and even cultural influences. For instance, younger learners may acquire pronunciation more easily, while older learners might rely more on conscious learning strategies. Similarly, some individuals are visual learners who benefit from images and charts, while others learn better through auditory or kinesthetic methods.

Another important aspect is the learning environment. A well-structured, supportive, and interactive classroom can enhance both cognitive engagement and emotional comfort. Use of technology, group activities, games, and real-life communication tasks can stimulate interest and make learning more meaningful and less stressful. When learners

feel safe to make mistakes and express themselves, their confidence and willingness to communicate grow.

Teacher behavior and feedback are also powerful influences. Teachers who show empathy, give constructive feedback, and encourage effort over perfection can significantly reduce student anxiety and increase motivation. Moreover, fostering learner autonomy — encouraging students to take responsibility for their own learning — has been shown to improve both cognitive processing and affective involvement. At the same time, affective strategies play a role in regulating emotional responses to the learning process. For instance, learners who experience positive emotions toward the language learning process, such as enjoyment or curiosity, are more likely to take risks and engage actively with the language. In contrast, negative emotions, such as fear of failure, shame, or frustration, can create psychological barriers that inhibit progress. Therefore, fostering a growth mindset — the belief that abilities and intelligence can be developed through effort — is an essential tool in overcoming affective obstacles in language learning.

Cultural factors also influence both cognitive and affective factors. For example, a learner's previous exposure to cultures related to the language being learned can affect their emotional connection to the language. Familiarity with the cultural context makes learning more engaging and meaningful.

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