

LOGICAL FACTORS INFLUENCING THE SUCCESS OF FOREIGN LANGUAGE ACQUISITION

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Abstract

Language learning is a complex, multifaceted, and non-linear process in which outcomes vary widely among learners. This article examines several logical factors that facilitate or hinder successful foreign language acquisition. Although early methodological studies often compared second language learning to the natural development of children’s first language, subsequent research has demonstrated fundamental differences between these processes, particularly for adolescents and adults whose innate language acquisition mechanisms have ceased to function fully. The absence of a natural linguistic environment, as argued by R. Bley-Vroman and other scholars, significantly limits the potential for complete mastery, reducing success to varying degrees. The paper discusses the importance of clearly defining learning objectives, competencies, and instructional strategies in formal language education. It also explores the role of native language influence—both positive transfer and negative interference—in shaping learner outcomes. Additionally, affective factors such as motivation, emotional state, learning environment, and teacher competence are highlighted as crucial determinants of effective language learning. Overall, the study emphasizes that foreign language acquisition depends on the interplay of cognitive, linguistic, and affective components, making it a highly individualized and context-dependent process.

Keywords: Foreign language acquisition, learning outcomes, linguistic environment, interference, transfer, affective factors, motivation, language learning methodology, cognitive mechanisms, second language learning.

Introduction

Language learning is not a homogeneous process. In this venture, success cannot be predicted or guaranteed because learning outcomes vary in nature. In this

article, we set a goal to consider some logical factors both facilitating and hindering the fruitful learning of a foreign language.

A number of studies have examined in the literature on the methodology of teaching foreign languages, mastering them was considered as a process similar to the development of children's speech. But over time, as a result of experiments and research, many authors came to the conclusion that the study of a foreign language in pupils, students and adults is fundamentally differ from the system of development of children's speech. Even in adolescence, the internal mechanism of children's language development ceases, and this factor explains why learning a foreign language often becomes a difficult and not always successful initiative. This problem especially arises when a foreign language is studied exclusively in a classroom environment, in the absence of a linguistic environment. The American linguist R. Bley-Vroman argues that in the conditions described above, when a foreign language is studied in the absence of a language environment, successful language acquisition is almost impossible. We should only talk about the 'variation in degree of success' [1, 41].

Since the language itself is a very complex and multifaceted phenomenon, the learner can succeed in pronouncing sounds, but not mastering grammar very well or knowing grammar well, can't achieve fluency, etc. For this reason, when teaching a foreign language, it is very important to determine the goal and objectives of teaching and the set of competencies that the student must master. Therefore, in the pedagogical practice of teaching foreign languages, one of the essential moments of the entire learning process should be a clear definition of goals, objectives and those skills, abilities that the teacher should teach his students. The flexibility and infinity of language and speech make it almost impossible to master any language perfectly. Therefore, the volume of the language material, as well as the skills and abilities that will help the student to successfully apply them in practice, should be determined.

In the methodological literature, there are two approaches to teaching languages - as a foreign and as a second language (foreign and second language teaching), depending on which country the language is being studied in. In our country, English is studied as a foreign language, while in English-speaking countries, it is studied by foreigners as a second. Naturally, teaching English as a second language is much easier, since this process takes place in a natural language environment. It should be noted that even in such conditions, in the presence of

such factors as a sufficient amount of time, effort, attitude to the learning process (affective factor), learning environment and of course, motivation, greatly contribute to the acquisition of a foreign language.

Theoretically, regardless of all the above factors contributing to the successful mastery of a foreign language, scientists S. Krashen, S. Gass, R. Bley-Vroman and others argue that in every person there is an innate mechanism for “language acquisition device” by definition Krashen and “specific language cognitive system” as defined by Bley-Vroman [2]. At the same time, every adult has experience in acquiring language skills and linguistic intuition, since in the process of mastering their native language, skills are developed that further help them in learning foreign languages. A foreign language is not some absolutely “alien entity”. Foreign language student should know approximately that both the target language and the native language have a number of common elements such as a verb, noun, pronouns, adjectives, numbers, etc.

As a result, when learning a foreign language, the skills of the native language are layered, which leads to such phenomena as interference and transference. As you know, the transfer of previous experience is not always successful. The negative influence of the native language on the foreign language learning process is called interference. According to J. Harmers and M. Blanc, interference is an inappropriate use by the speaker of elements or rules of one language in speech of another language [3].

At the same time, the influence of the native language in the process of teaching a foreign language can be positive and can be regarded from a logical point of view as a factor contributing to successful study.

According to American experts, the affective factor also belongs to the logical factors that both hinder and contribute to the successful study of a foreign language. They understand the affective factor in a broader sense - as the student's attitude to everything related to the process of language learning. It is well known that successful language acquisition depends on many factors, for example, such as the learning environment, the competence of the teacher, the use of effective methodological techniques, the successful selection of material, the use of modern technologies, knowledge control, as well as the individual characteristics of the student and teacher. The latter plays a very important role in the process of learning languages. In this aspect, the affective factor implies such elements as emotional state, relationships, motivation, anxiety, etc.

References:

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