



THEORETICAL FOUNDATIONS OF FOREIGN LANGUAGE LEARNING

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Abstract

The issue raised in this essay is the most important result of studies that there are factors that help students succeed in the educational process with individualized learning methods. In this regard, the question arises: why do people differ so much from each other in the success of becoming proficient at a foreign language? In this article, we tried to find the answer for this question.

Keywords: Training, communication, emphasis, knowledge, motivation, native language, matrix method.

Introduction

During the learning and teaching foreign languages process, many educational psychologists pay great attention to certain personal qualities that can influence the learning of a non-native language. It continually estimated that learning a foreign language could be an unpleasant practice for certain people. The term “language shock” even used to describe the fear qualified by those who taking language classes in another language. During activities, particular attention focused on psychological factors such as motivation, anxiety, apprehension, self-confidence and self-esteem.

English, although an easy language to learn, is not always so easy to learn in reality. Several kinds of difficulties may occur in any given situation, but in my notion, I would like to list the most prevalent ones.

The first mistake is thinking in your native speaking language. It happens practically at all language learner-students and even in those learners who have been studying it for a long period.

The second is incompetence of the teacher. This may include ineffective demonstration of directly, mispronunciation and intonation.



One possible third mistake considered critical thinking. Raising the bar and attempting to reach outcomes as quickly as possible it may lead only to fail.

The concentration on grammar is the fourth mistake. Students may choose this kind of method or teacher, who believed that grammar, is the foundation of language acquisition.

The next error is lack of purpose. The greatest a reason is not self-motivated, but rather external pressure to learn a language- for example, the distress of losing work or the risk of losing it. In such cases, the person is obliged to study rather than choosing the option to do so.

The language which is acquired by some learners (but not mastered like virgin lands), it is mastered. Speech of master becomes improved, produce creative results and disrupted (in cases of aphasia). As science develops, the emergence of new terms is inevitable, providing a more adequate description of some new phenomenon. As for those that already exist, their betrayal is advisable only in cases where the content of the phenomenon called has changed radically.

The result of mastering a second (third) language fixed in the concept of multilingualism. Multilingualism most often realized in the form of bilingualism (bilingualism). According to psychologists, we can talk about two types of it - unadulterated and varied. It is noticeable that in the case of mixed bilingualism some psychologists considered the word-by-word nature of Interlingua connections compulsory, which, as can be seen when examining the mechanisms of speech, does not correspond to reality. Such polar interaction between languages is, of course, only theoretically possible.

Thus, a large number of studies aimed at finding out the reasons for learner malfunctioning, as accomplishing second or non-native language is thought to be a difficult procedure that is influenced by cognitive and emotional factors leading to individual differences. Individual differences in students' language achievement influence variety of typical linguistic learning in all-purpose and can help determine which practices are optimal for students' success. Specific changes have been widely studied, making this area one of the most methodically considered mental components associated with research on language. The finding that there exist causes were the most significant outcome of these investigations that help students succeed in the educational process with individualized learning methods. In this regard, the question arises: why do people differ so much from each other



in the success of mastering a foreign language? After all, every healthy person in a normal common environmental specialist his mother language that would be considered the top or almost the peak in other fields of study.

Meanwhile the 1990s, a new orientation adopted in approaches to foreign language learning, and attention turned to further intellectual theories of student self-awareness. Thus, aligning students' linguistic identity and personality exploration with innovation in awareness in the field of psychology has formed a philosophy that shapes students' psychological engagement in learning. These forms of thinking may include, for example, self-perception, self-efficacy beliefs, self-esteem, self-esteem and self-confidence. The emotional aspect of training is most likely one of the most important factors that can influence the success or failure of language learning. Successful language learners are often those who can control their emotions and attitude towards learning. Negative feelings can inhibit learning and therefore progress. Conversely, a positive attitude and positive emotions can make picking up a language simpler, more efficient, and more enjoyable. Another idea centers on the vicious circle of learning problems, with self-doubt and anxiety seen as the core of the problem. It believed that students with low levels of self-confidence are likely to lack confidence in their ability to learn another language. It would be logical to assume that in order to increase self-confidence, students need not a tense, but a supportive atmosphere in the classroom. In the process of learning and teaching foreign languages, great attention should be paid to some personal qualities that can affect the learning of a foreign language. In terms of motivation, the most important factor is self-confidence. In general, the idea of linguistic self-confidence plays a significant role in determining whether language acquisition is successful or unsuccessful. Many people contend that mastering a language involves much more than just picking up new information and abilities. It is quite important for consideration the personality of students and, consequently, their psychological state in order to overcome difficulties in language achievements, therefore foreign language teachers need to comprehend the emotional state of their students to achieve effective teaching. A discussion of emotional factors can clearly help explain the fact that they play an essential part in representing the sentimental aspect of human conduct in the ability of students to overcome failures or mistakes that may occur during the learning process. Emotional factors indicate a very important influence on the results of learning a



foreign language. For this reason, it is important to understand students' feelings and know more about these factors. The concept of self-confidence can be seen as a key factor in students' ability to overcome their language difficulties and has an impact on successful language learning. In addition, lack of self-confidence can be an inhibitory factor for students, i.e. the higher the students' anxiety level, the lower their scores, the more apprehensive they derive. Conversely, those who feel more assured tend to score higher. The learner has less anxiety the more assured he feels during the learning process. The so-called emotional filter, consisting of factors like motivation and anxiousness and self-confidence, can greatly enhance or suppress foreign language acquisition, acting as a vital mediator between students' learning capacity and the language presentation of the content accessible in the classroom. Many confident people may have the advantages of that they are not as afraid of making mistakes as people with high levels of anxiety, and therefore are more willing to participate in various learning situations and are not as worried about how they look. Thus, it seems appropriate to look at anxiety, motivation, and self-esteem as significant emotional filters.

When learning a foreign language in natural conditions, one should not forget about the likelihood of culture shock. Culture shock does not arise now of arrival, but gradually, as a component of the process of cultural adaptation. People can move and talk faster than expected, using transport may seem unclear and inconvenient, finding housing can be an almost insoluble problem, since it is necessary to contemplate the distance to the training center, the availability of transport, and the safety of the region. The first step in overcoming culture shock is to anticipate a stressful situation before it occurs. Therefore, it is advisable to get knowledge about the nation as much as possible, its people, customs, and characteristics. True proficiency in a foreign language is achievable only in the country of the language being studied. In this judgment, the concept of “true possession” is unclear. If we mean such a level of language proficiency, thanks to which the speech behavior of a foreigner is the same as that of a native speaker, then, in principle, this is achievable in artificial conditions. Nevertheless, the traditionally established judgment about the existence of purely verbal thinking as a real phenomenon is very stable. Quite often, stress actually manifests itself in increased anxiety during training sessions. Even the term “language anxiety” has appeared, denoting the state of students in cases where they focus on possible failures, which are almost



inevitable at the initial stage of mastering a foreign language. For some, language anxiety develops on the basis that personal anxiety is their individual characteristic; for others, the basis is situational anxiety. At the same time, individuals avoid such conditions. Stated differently, by activating the capabilities of the individual we mean, first, increasing the motivation to learn. The success of the language acquisition process primarily depends on the activity of the learner, and activity determined by such motivational variables as the individual has planned level of achievement in language acquisition. The value of achieving success and its expectation, the expenditure of time and energy to achieve goals, awareness of real achievements, the adequacy of the subjectively felt real success.

In conclusion, we can say that, self-confidence also exhibits a multidimensional facet that integrates global, situational, and goal-oriented to be confident for oneself. Therefore, situational trust in oneself can be particular sentiments, while global self-confidence can be used to measure global self-esteem, or overall feelings about oneself, situational self-confidence states can be specific feelings in specific situations (for example, learning English), and target self-confidence can be skills and competence when performing tasks. Self-confidence, self-esteem, self-perception, self-image, anxiety, motivation, achievement in language learning and all other ideas are essential ideas that should be combined within the framework of foreign language classes in order to create a relationship between the psychological state of students and other aspects of training non-native languages. This article has addressed the theoretical foundations for understanding the place of individual differences in foreign language learning; creating the necessary creative and humanistic goals that support and encourage positive self-confidence in studying secondary languages. Many teachers intuitively comprehend the importance of maintaining the psychological health of their students. However, without paying due attention to these issues, the teachers may not comprehend how to offer this kind of guidance while at the same time striving to achieve the traditional goals of foreign language teaching.

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