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ACCENTING ON AFFECTIVE VARIABLES AND CONSIDERING PSYCHOLOGICAL CHARACTERISTICS OF STUDENTS WHILE TEACHING THE SECOND LANGUAGE.

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Annotation:

This article focuses on the importance of considering affective variables in language teaching, especially when working with problematic students. Additionally, this paper examines the impact of emotions, motivation, self-esteem, and anxiety on language learning and provides recommendations for incorporating strategies to address these affective factors in the classroom.

Keywords

affective variables, emotions, motivation, self-esteem, anxiety-prone language learners, tailored support and personalized resources.

Introduction.

The common fallacy which is prevalent in foreign language teaching process is to overlooking the internal facets as well, such as the mood, motivation, anxiety level of learners. It is pivotal to pay attention to learners' anxiety, self-esteem, and motivation because these affective variables play a significant role in language learning and academic success, particularly while speaking. (Robiya Mirsalikhova, 2024). High levels of anxiety can hinder a student's ability to concentrate, retain information, and perform well in language learning tasks. Addressing anxiety can help students feel more comfortable and confident in their learning environment, leading to improved performance. Low self-esteem can affect a student's belief in their own abilities and potential for success. By boosting self-esteem and confidence, students are more likely to engage actively in learning activities, take risks, and persist in the face of challenges.

Each student is unique, with different emotional needs and challenges. By paying attention to learners' affective variables, educators can provide personalized

support and resources to help students overcome obstacles, build resilience, and thrive in their language learning journey.

Literature Review.

Affective variables play a crucial role in language learning, particularly for students who may face challenges or obstacles in their language acquisition process. Research has shown that emotions, motivation, self-esteem, and anxiety can significantly impact students' language learning outcomes (Dörnyei & Ushioda, 2009). For problematic students, who may struggle with language difficulties or have negative attitudes towards learning, addressing these affective factors becomes even more critical.

One of the key affective variables that can influence language learning is motivation. Motivation is essential for students to engage in the learning process, persist in their efforts, and achieve their language learning goals (Dörnyei, 2005). When working with problematic students, it is important to identify their motivational needs and provide them with opportunities to increase their intrinsic motivation and engagement in the language learning activities.

Another important affective variable is self-esteem. Students with low self-esteem may lack confidence in their language abilities and may be more prone to feelings of inadequacy or failure (Gardner & MacIntyre, 1993). By fostering a supportive and encouraging learning environment, teachers can help boost students' self-esteem and create a positive attitude towards language learning.

Anxiety is another affective variable that can hinder language learning for problematic students. High levels of anxiety can impair students' cognitive functioning and hinder their ability to effectively acquire new language skills (Horwitz et al., 1986). Teachers can help alleviate students' anxiety by providing a safe and supportive learning environment, offering encouragement and positive feedback, and implementing relaxation techniques to help students manage their stress levels.

For these reasons, addressing affective variables such as emotions, motivation, self-esteem, and anxiety is essential when teaching language to problematic students. By incorporating strategies to support students' emotional well-being and motivation, teachers can help create a positive and conducive learning environment that promotes successful language acquisition.

Research methodology.

The questionnaire consisted of 10 questions and the overall number of participants was 40 learners ranging from children to adult learners. In conducting a survey to better understand the affective variables that may impact your

language learning experience. The responses helped us to identify any challenges you may be facing related to self-esteem, anxiety, and motivation.

1. Gender:
- Male 20
- Female 20

2. Age:
- Under 18
- 18-24
- 25-34
- 35-44
- 45 and above

3. How confident do you feel about your language learning abilities?
- Very confident
- Somewhat confident
- Neutral
- Not very confident
- Not confident at all

4. Have you ever experienced feelings of anxiety or stress when learning a new language?
- Yes
- No

5. What factors contribute to your anxiety or stress in language learning? (Select all that apply)
- Fear of making mistakes
- Pressure to perform well
- Difficulty understanding the material
- Lack of confidence in speaking
- Other (please specify)

6. How motivated are you to learn a new language?
- Very motivated
- Somewhat motivated
- Neutral
- Not very motivated
- Not motivated at all

7. What motivates you to learn a new language? (Select all that apply)
- Personal interest in the language
- Career opportunities
- Traveling and cultural experiences
- Academic requirements
- Other (please specify)

8. Do you feel that your self-esteem affects your language learning progress?
- Yes
- No

9. How do you think your self-esteem impacts your language learning experience?

10. What strategies or support do you think would help improve your self-esteem, reduce anxiety, and enhance motivation in language learning?

Thank you for participating in this survey. Your feedback is valuable in helping us address students' affective needs in language learning.

Note: This survey can be adapted and modified based on the specific needs and context of the students being surveyed.

Analysis and Discussion.

Based on the survey responses, we can analyze the percentage of learners who reported experiencing a fairly high level of nervousness, inhibition, and anxiety in language learning.
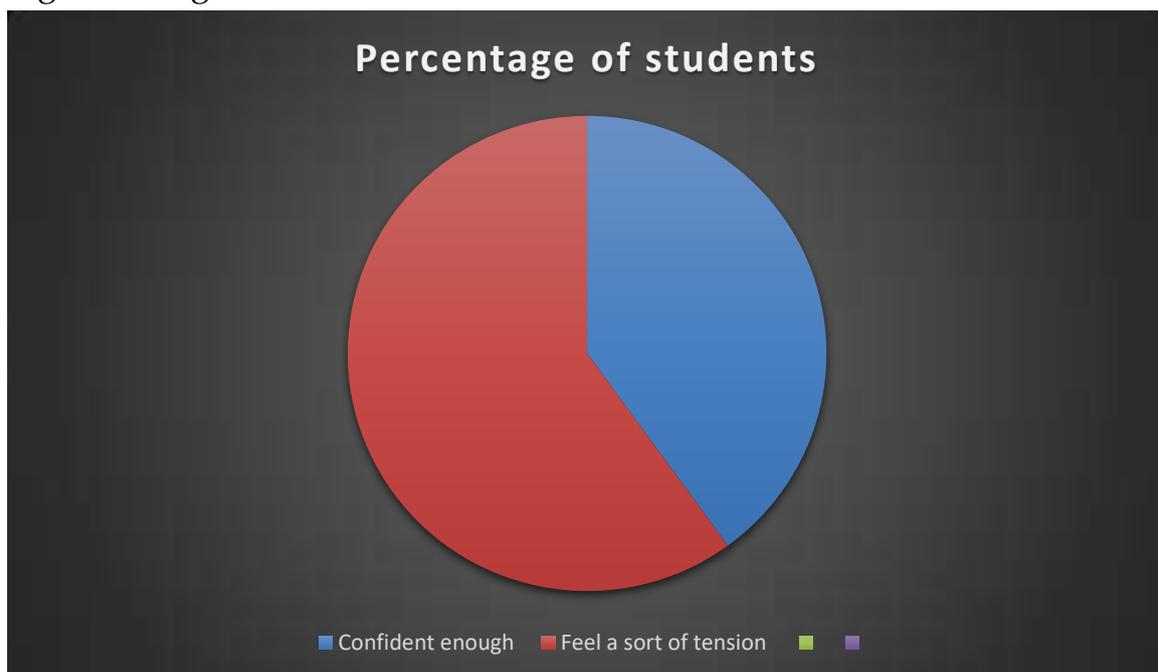
Percentage of learners experiencing anxiety:

• Out of the total respondents who indicated they have experienced feelings of anxiety or stress when learning a new language, 25 participants out of 40 usually experienced by teenagers.

• The most common factors contributing to anxiety among learners include fear of making mistakes, pressure to perform well, and difficulty understanding the material.

• High levels of anxiety can hinder language learning progress by affecting confidence, motivation, and overall performance in speaking and comprehension tasks.

Learners can benefit from strategies such as relaxation techniques, positive self-talk, setting realistic goals, seeking support from peers or instructors, and practicing mindfulness to reduce anxiety levels. Recognizing and addressing affective variables such as anxiety, self-esteem, and motivation is crucial for creating a supportive learning environment that promotes student well-being and enhances language learning outcomes. It is essential for educators to provide personalized support and resources to help learners manage anxiety, build confidence, and maintain motivation throughout their language learning journey.

Overall, the analysis highlights the significance of addressing affective variables in language learning to ensure a positive and effective learning experience for all students. By understanding and supporting learners' emotional needs, educators can help create a conducive environment for language acquisition and proficiency development.

Recommendations.

Anxiety-prone language learners are supposed to be treated and taught a bit differently with subtle approaches and cautious because their self-esteem is not always in adequate level the instructors need to be cautious so as not to worsen the situation. ((Robiya Mirsalikhova, 2024).

✓ Foster a safe and inclusive classroom or online environment where students feel valued, respected, and supported. Encourage open communication, provide positive feedback, and offer opportunities for collaboration and peer support.

✓ Help students set achievable language learning goals that are specific, measurable, and realistic. Breaking down larger goals into smaller, manageable tasks can reduce feelings of overwhelm and increase motivation.

✓ Teach students relaxation techniques such as deep breathing, mindfulness, progressive muscle relaxation, or visualization exercises. Encourage them to practice these techniques regularly to manage stress and anxiety levels.

✓ Help students develop a growth mindset by encouraging positive self-talk and reframing negative thoughts. Teach them to challenge self-doubt and replace it with affirmations and constructive feedback.

✓ If a student's anxiety significantly impacts their well-being or academic performance, encourage them to seek support from a school counselor, mental

health professional, or language learning specialist. Offer guidance on accessing appropriate resources for additional support. (Jerrell C. Cassady, 2022)

By implementing these recommendations and creating a supportive learning environment that addresses anxiety-related challenges, educators can help anxiety-prone language learners build resilience, confidence, and success in their language learning endeavors.

Conclusion.

The paper was designed to illustrate the one of the most neglected problems in second language acquisition. The issue of accenting affective variables while teaching language to problematic students is crucial for creating a supportive and effective learning environment. (Мирсалихова, Р.Т, 2022).

By recognizing and addressing emotional factors such as anxiety, self-esteem, and motivation, educators can help students overcome challenges and enhance their language learning experience. Strategies such as relaxation techniques, positive self-talk, setting realistic goals, seeking support, and practicing mindfulness can be implemented to reduce anxiety levels and promote student well-being. Tailored support and personalized resources are essential to help problematic students manage their emotions, build confidence, and maintain motivation throughout their language learning journey. By prioritizing affective variables in language teaching, educators can foster a positive and inclusive learning environment that supports student growth and proficiency development.

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