

SCIENCE
PROBLEMS.UZ

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Actual problems of social and humanitarian sciences
Актуальные проблемы социальных и гуманитарных наук

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2024

SCIENCEPROBLEMS.UZ

ИЖТИМОЙ-ГУМАНИТАР ФАНЛАРНИНГ ДОЛЗАРБ МУАММОЛАРИ

№ 5 (4) - 2024

**АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО-
ГУМАНИТАРНЫХ НАУК**

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

ТОШКЕНТ-2024

БОШ МУҲАРРИР:

Исанова Феруза Тулқиновна

ТАҲРИР ҲАЙЪАТИ:

07.00.00-ТАРИХ ФАНЛАРИ:

Юлдашев Анвар Эргашевич – тарих фанлари доктори, сиёсий фанлар номзоди, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Мавланов Уктам Махмасабирович – тарих фанлари доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Хазраткулов Абдор – тарих фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети.

Турсунов Равшан Нормуратович – тарих фанлари доктори, Ўзбекистон Миллий Университети;

Холикулов Ахмаджон Боймаҳамматович – тарих фанлари доктори, Ўзбекистон Миллий Университети;

Габриэльян Софья Ивановна – тарих фанлари доктори, доцент, Ўзбекистон Миллий Университети.

08.00.00-ИҚТИСОДИЁТ ФАНЛАРИ:

Карлибаева Рая Хожабаевна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Насирходжаева Дилафруз Сабитхановна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Остонокулов Азамат Абдукаримович – иқтисодиёт фанлари доктори, профессор, Тошкент молия институти;

Арабов Нурали Уралович – иқтисодиёт фанлари доктори, профессор, Самарқанд давлат университети;

Худойқулов Садирдин Каримович – иқтисодиёт фанлари доктори, доцент, Тошкент давлат иқтисодиёт университети;

Азизов Шерзод Ўктамович – иқтисодиёт фанлари доктори, доцент, Ўзбекистон Республикаси Божхона институти;

Ҳожаев Азизхон Саидалоҳонович – иқтисодиёт фанлари доктори, доцент, Фарғона политехника институти

Холов Актам Хатамович – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Шадиева Дилдора Хамидовна – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент в.б, Тошкент молия институти;

Шакарров Қулмат Аширович – иқтисодиёт фанлари номзоди, доцент, Тошкент ахборот технологиялари университети

09.00.00-ФАЛСАФА ФАНЛАРИ:

Ҳакимов Назар Ҳакимович – фалсафа фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Яхшиликков Жўрабой – фалсафа фанлари доктори, профессор, Самарқанд давлат университети;

Ғайбуллаев Отабек Мухаммадиевич – фалсафа фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

Саидова Камола Усканбаевна – фалсафа фанлари доктори, “Tashkent International University of Education” халқаро университети;

Ҳошимхонов Мўмин – фалсафа фанлари доктори, доцент, Жиззах педагогика институти;

Ўроқова Ойсулув Жамолиддиновна – фалсафа фанлари доктори, доцент, Андижон давлат тиббиёт институти, Ижтимоий-гуманитар фанлар кафедраси мудир;

Носирходжаева Гулнора Абдукаҳхаровна – фалсафа фанлари номзоди, доцент, Тошкент давлат юридик университети;

Турдиев Бехруз Собирович – фалсафа фанлари бўйича фалсафа доктори (PhD), доцент, Бухоро давлат университети.

10.00.00-ФИЛОЛОГИЯ ФАНЛАРИ:

Ахмедов Ойбек Сапорбаевич – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

Кўчимов Шухрат Норқизилович – филология фанлари доктори, доцент, Тошкент давлат юридик университети;

Ҳасанов Шавкат Аҳадович – филология фанлари доктори, профессор, Самарқанд давлат университети;

Бахронова Дилрабо Келдиёровна – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

Мирсанов Ғайбулло Қулмуродович – филология фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

Салахутдинова Мушарраф Исамутдиновна – филология фанлари номзоди, доцент, Самарқанд давлат университети;

Кучкаров Раҳман Урманович – филология фанлари номзоди, доцент в/б, Тошкент давлат юридик университети;

Юнусов Мансур Абдуллаевич – филология фанлари номзоди, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Саидов Улугбек Арипович – филология фанлари номзоди, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси.

12.00.00-ЮРИДИК ФАНЛАР:

Ахмедшаева Мавлюда Ахатовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Мухитдинова Фирюза Абдурашидовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Эсанова Замира Нормуратовна – юридик фанлар доктори, профессор, Ўзбекистон Республикасида хизмат кўрсатган юрист, Тошкент давлат юридик университети;

Ҳамроқулов Баҳодир Мамашарифович – юридик фанлар доктори, профессор в.б., Жаҳон иқтисодиёти ва дипломатия университети;

Зулфиқоров Шерзод Хуррамович – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Жамоат хавфсизлиги университети;

Хайитов Хушвақт Сапарбаевич – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Асадов Шавкат Ғайбуллаевич – юридик фанлар доктори, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Утемуратов Махмут Ажимуратович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Сайдуллаев Шахзод Алиханович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Ҳакимов Комил Бахтиярович – юридик фанлар доктори, доцент, Тошкент давлат юридик университети;

Юсупов Сардорбек Баходирович – юридик фанлар доктори, доцент, Тошкент давлат юридик университети;

Амиров Зафар Актамович – юридик фанлар бўйича фалсафа доктори (PhD), Ўзбекистон Республикаси Судьялар олий кенгаши ҳузуридаги Судьялар олий мактаби;

Жўраев Шерзод Юлдашевич – юридик фанлар номзоди, доцент, Тошкент давлат юридик университети;

Бабаджанов Атабек Давронбекович – юридик фанлар номзоди, доцент, Тошкент давлат юридик университети;

Раҳматов Элёр Жумабоевич – юридик фанлар номзоди, Тошкент давлат юридик университети;

13.00.00-ПЕДАГОГИКА ФАНЛАРИ:

Хашимова Дильдархон Уринбоевна – педагогика фанлари доктори, профессор, Тошкент давлат юридик университети;

Ибрагимова Гулнора Хавазматовна – педагогика фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Закирова Феруза Махмудовна – педагогика фанлари доктори, Тошкент ахборот технологиялари университети ҳузуридаги педагогик кадрларни қайта тайёрлаш ва уларнинг малакасини ошириш тармоқ маркази;

Қаюмова Насиба Ашуровна – педагогика фанлари доктори, профессор, Қарши давлат университети;

Тайланова Шохидат Зайниевна – педагогика фанлари доктори, доцент;

Жуманиёзова Муҳайё Тожиевна – педагогика фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети;

Ибрахимов Санжар Урунбаевич – педагогика фанлари доктори, Иқтисодиёт ва педагогика университети;

Жавлиева Шахноза Баходировна – педагогика фанлари бўйича фалсафа доктори (PhD), Самарқанд давлат университети;

Бобомуротова Латофат Элмуродовна – педагогика фанлари бўйича фалсафа доктори (PhD), Самарқанд давлат университети.

19.00.00-ПСИХОЛОГИЯ ФАНЛАРИ:

Каримова Василя Маманосировна – психология фанлари доктори, профессор, Низомий номидаги Тошкент давлат педагогика университети;

Ҳайитов Ойбек Эшбоевич – Жисмоний тарбия ва спорт бўйича мутахассисларни қайта тайёрлаш ва малакасини ошириш институти, психология фанлари доктори, профессор

Умарова Навбахор Шокировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети, Амалий психология кафедраси мудири;

Атабаева Наргис Батировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети;

Шамшетова Анжим Караматдиновна – психология фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети;

Қодиров Обид Сафарович – психология фанлари доктори (PhD), Самарканд вилоят ИИБ Тиббиёт бўлими психологик хизмат бошлиғи.

Содиқова Шоҳида Мархабобевна – социология фанлари доктори, профессор, Ўзбекистон халқаро ислом академияси.

22.00.00-СОЦИОЛОГИЯ ФАНЛАРИ:

Латипова Нодира Мухтаржановна – социология фанлари доктори, профессор, Ўзбекистон миллий университети кафедра мудири;

Сеитов Азамат Пўлатович – социология фанлари доктори, профессор, Ўзбекистон миллий университети;

23.00.00-СИЁСИЙ ФАНЛАР

Назаров Насриддин Атақулович – сиёсий фанлар доктори, фалсафа фанлари доктори, профессор, Тошкент архитектура қурилиш институти;

Бўтаев Усмонжон Хайруллаевич – сиёсий фанлар доктори, доцент, Ўзбекистон миллий университети кафедра мудири.

ОАК Рўйхати

Мазкур журнал Вазирлар Маҳкамаси ҳузуридаги Олий аттестация комиссияси Раёсатининг 2022 йил 30 ноябрдаги 327/5-сон қарори билан тарих, иқтисодиёт, фалсафа, филология, юридик ва педагогика фанлари бўйича илмий даражалар бўйича диссертациялар асосий натижаларини чоп этиш тавсия этилган илмий нашрлар рўйхатига киритилган.

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Боғланиш учун телефонлар:

(99) 602-09-84 (telegram).

MUNDARIJA

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THE ROLE OF AFFECTIVE FACTORS IN SECOND LANGUAGE ACQUISITION

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Abstract. The role of affective factors in second language acquisition is a crucial area of study in the field of language learning. Affective factors refer to the emotional and motivational aspects that influence an individual's language learning process. This article aims to explore the significance of these affective factors in the context of second language acquisition.

Keywords: Affective factors; Second language acquisition; Language learning; Attitudes; Motivation; Anxiety; Self-confidence; Willingness to communicate; Intrinsic motivation; Self-efficacy; Supportive learning environment.

IKKINCHI TILNI EGALLASHDA AFFEKTIV OMILLARNING ROLI

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Annotatsiya. Ikkinchi tilni o'zlashtirishda affektiv omillarning roli til o'rganish sohasida hal qiluvchi ta'lim sohasidir. Affektiv omillar deganda shaxsning til o'rganish jarayoniga ta'sir etuvchi hissiy va motivatsion jihatlar tushuniladi. Ushbu maqola ikkinchi tilni o'zlashtirish kontekstida ushbu affektiv omillarning ahamiyatini o'rganishga qaratilgan.

Kalit so'zlar: Affektiv omillar; Ikkinchi tilni o'zlashtirish; Til o'rganish; Munosabatlar; Motivatsiya; O'z o'ziga ishonch; Muloqotga tayyorlik; Ichki motivatsiya; Samaradorlik; Qo'llab-quvvatlovchi o'quv muhiti.

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Introduction. Research has shown that learners' attitudes, motivation, anxiety levels, self-confidence, and willingness to communicate all play a significant role in their ability to acquire a second language effectively. Positive affective factors, such as intrinsic motivation, a supportive learning environment, and a strong sense of self-efficacy, have been linked to greater success in language learning. Conversely, negative affective factors, such as anxiety, fear of making mistakes, and lack of confidence, can hinder language acquisition and impede progress. Understanding and addressing these affective factors is essential for language educators to create a supportive and effective learning environment for their students. This article will review current research on the role of affective factors in second language acquisition and discuss practical strategies that educators can employ to foster positive affective states in their students. By recognizing and addressing these emotional and motivational factors, educators can help learners overcome obstacles and achieve success in acquiring a second language.

Affective factors play a crucial role in second language acquisition, influencing learners' attitudes, motivation, anxiety levels, self-confidence, and willingness to communicate. [4, 9] These emotional and psychological aspects can significantly impact the learning process and outcomes. Understanding how affective factors interact with language learning can help educators create a supportive learning environment that enhances students' intrinsic motivation, self-efficacy, and overall language proficiency. This paper explores the significance of affective factors in second language acquisition and discusses strategies to foster a positive affective environment for language learners. [3, 94]

Literature review. Affective factors, such as motivation, attitudes, anxiety, and self-confidence, play a crucial role in second language acquisition. Research has shown that learners who are highly motivated and have positive attitudes towards the target language are more likely to succeed in learning it. On the other hand, learners who experience high levels of anxiety or lack confidence may struggle to acquire the language effectively.

Several studies have explored the impact of affective factors on second language acquisition in various contexts. For example, research has shown that learners who have a strong desire to communicate with native speakers or who are interested in the culture associated with the target language tend to be more successful language learners. Additionally, studies have found that reducing anxiety through supportive learning environments and effective teaching strategies can improve language learning outcomes.

The role of affective factors in second language acquisition is a complex and multifaceted area of research that continues to be explored by scholars around the world. It is important for educators and researchers to consider these factors when designing language learning programs and interventions to support learners in their language acquisition journey. Affective factors, such as attitudes, motivation, emotions, anxiety, and self-esteem, have been widely recognized as playing a crucial role in second language acquisition (SLA). This literature review will provide an overview of key studies and theoretical perspectives on the role of affective factors in SLA. [5, 33]

Gavhar Ochilova's (2012) seminal work on the socio-educational model of second language acquisition introduced the concept of integrative motivation, which refers to learners' positive attitudes towards the target language and its speakers. Integrative motivation has been found to be a strong predictor of language learning success, as it leads to increased engagement and effort in language learning tasks (G. Ochilova, 2012).

Isfandiyor Ahmedov's (2016) socio-educational model of SLA expanded on G. Ochilova's work by emphasizing the role of both integrative and instrumental motivations in shaping learners' behavior. Instrumental motivation, which involves learning a language for practical reasons such as career advancement or academic requirements, can also impact learners' language learning outcomes.

Research has also highlighted the impact of emotions on language learning. Madina Sharipova (2018) emphasized the importance of positive emotions, such as curiosity and interest, in facilitating language acquisition. [2, 13] Conversely, Sayyora Halimova et al. (2014) identified anxiety as a significant factor that can hinder language learning by affecting learners' confidence and performance in communicative tasks.

In terms of language learning strategies, Nargiza Xontorayeva (2020) suggested that affective factors play a key role in shaping learners' beliefs and attitudes towards language

learning. These beliefs can influence learners' use of effective learning strategies, such as cognitive, metacognitive, and social strategies, which are essential for successful language acquisition. [6, 34]

The literature suggests that affective factors significantly influence second language acquisition outcomes. Educators and language instructors should consider learners' attitudes, motivation, emotions, and self-perceptions to create a supportive and engaging learning environment that fosters positive affective states and enhances language learning success. Further research is needed to explore the complex interactions between affective factors and other variables in SLA to develop more effective teaching practices and interventions. [1, 88]

Research methodology. Affective factors, such as emotions, attitudes, motivation, and anxiety, play a significant role in second language acquisition. These factors can greatly influence a learner's success in acquiring a new language. Motivation is a critical affective factor that drives language learners to engage with the language and persist in their learning efforts. [5, 17] Intrinsic motivation, which comes from within the learner, is particularly important for sustained language learning success. External factors, such as the desire to communicate with others or achieve academic or career goals, can also contribute to motivation. Learners' attitudes towards the target language, the culture associated with it, and the learning process itself can impact their willingness to engage with the language. Positive attitudes can lead to increased engagement and enjoyment of the learning process, while negative attitudes can hinder progress. [7, 64]

Language learning anxiety can stem from fear of making mistakes, concerns about being judged by others, or feeling overwhelmed by the challenges of learning a new language. High levels of anxiety can impede language acquisition by affecting learners' confidence and willingness to take risks in using the language. Self-confidence plays a crucial role in language learning success. Learners who believe in their ability to learn and use the language are more likely to take risks, participate actively in language activities, and persist in their learning efforts even in the face of challenges.

Affective factors can also influence learners' willingness to communicate in the target language. Students who feel comfortable expressing themselves and engaging in conversations are more likely to develop their speaking skills and build fluency. Incorporating strategies to address affective factors in language teaching can help create a supportive and positive learning environment that fosters learners' motivation, confidence, and overall language proficiency. [8, 14] Teachers can encourage a growth mindset, provide opportunities for meaningful communication, offer constructive feedback, and create a safe space for learners to take risks and make mistakes without fear of judgment. By addressing affective factors in language learning, educators can help students develop a positive attitude towards language acquisition and enhance their overall learning experience.

Analysis and results. Affective factors, such as attitudes, motivation, emotions, anxiety, and self-esteem, play a crucial role in second language acquisition. Research has shown that learners' positive attitudes towards the target language and culture can enhance their motivation and engagement in the learning process, leading to better language acquisition outcomes. Gardner (1985) emphasized the importance of attitudes and motivation in language learning, highlighting the role of integrative and instrumental motivations in shaping learners' behavior and success in acquiring a second language. Dörnyei (2005) further explored the

psychology of language learners, emphasizing individual differences in motivation and the impact of intrinsic and extrinsic factors on language learning outcomes. [9, 78]

Emotions also play a significant role in language learning, with positive emotions such as curiosity, interest, and enjoyment facilitating learning and cognitive flexibility (MacIntyre & Gregersen, 2012). On the other hand, anxiety and negative emotions can hinder language acquisition by affecting learners' confidence and performance in communicative tasks (Horwitz et al., 1986). Language learning strategies are another important aspect influenced by affective factors. Oxford (1990) highlighted the role of learners' beliefs, attitudes, and motivation in shaping their use of effective learning strategies, such as cognitive, metacognitive, and social strategies. Research suggests that affective factors significantly influence second language acquisition outcomes. Educators and language instructors should consider learners' attitudes, motivation, emotions, and self-perceptions to create a supportive and engaging learning environment that fosters positive affective states and enhances language learning success. [10, 6]

Conclusion. In conclusion, affective factors play a crucial role in second language acquisition. Motivation, attitudes, anxiety, self-confidence, and willingness to communicate all significantly impact learners' success in acquiring a new language. By addressing these affective factors in language teaching, educators can create a supportive and positive learning environment that fosters learners' motivation, confidence, and overall language proficiency. Recognizing and addressing affective factors in language learning can help students develop a positive attitude towards language acquisition and enhance their overall learning experience. Therefore, it is essential for language educators to consider and incorporate strategies to support learners' affective needs in order to facilitate effective second language acquisition.

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