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The matter of attitude in second language learning.

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Abstract: There are different factors that influence on learning foreign languages. Learner's attitude and perception are two of the most important ones which can be stimulator in learning the target language. These concepts are the focal points of sociolinguists as far as learners' behavior is concerned. Therefore, the article discusses the role of attitude and perception and their impacts on learners' learning abilities.

Key words: attitude, acquire, perception, creativity, multilingual, bilingual, experience.

Language learning offers so many advantages. It improves the learners cognitive and analytical capability, forms their personality, guarantees their job prospect and helps them to understand their own language and culture. Moreover it has a significant importance in developing global understanding and life skills and strengthening the relations with people around them. The biggest benefit it offers is to improve the overall communication skills. People who can speak another language are able to score higher on tests and think more creatively as well as having access a wider variety of jobs. Multilingual or bilingual people can fully enjoy and participate in other cultures or communicate with people from different background (Bamford & Mizokawa, 1991; Armstrong & Rogers, 1997).

According to Yasuo (1991), foreign language learning is a form of studying unknown language in one of the cultures and as outcome having a lot of opportunities which follow the learning process. Navarro-Villarroel (2011) stated that a person who knows many languages really plays the main role in society. Globalization had a huge influence on the entire world. The effect of the globalization process and big trends in most of the languages led to the importance of early language learning (Lasagabaster, 2017). Language learning requires to be actively engaged in it and a big obsession from a person. Term obsession stands for the positivity in a person's attitude and the constant attempt involved in learning. By learning even one foreign language all students to discover new chances for new cultures, meet new people and be able to talk with them (Rashid & Jabbar, 2017). It is undeniable that acquiring more than one foreign language leads to many benefits in personal and business life. In the world of work being able to

speaking more languages is a key for many doors and improves the employee's overall picture in the employer's eyes. But the main reason is to build up personal knowledge and be a better listener and learner. According to Lightbown and Spada (2006), person's attitudes are directly connected to language learning. If one has a strong desire and positive attitude towards learning, they will have great results after all. Motivation is another factor that is essential to learning another language. Pupils' understanding of the benefits of the languages they learn can clearly contribute to increasing their motivation.

In her research, Lennartsson (2018) proved that students believe it is vital to have a good attitude towards learning and that students with a good attitude will have better results. It is proved in many studies from the past that motivation and attitude have a big connection. It is likely that students tend to have positive attitudes, but they are not so motivated to learn. They need someone to push them a little bit or route to the right path in their learning process. As stated by Yagi Yasuo (1991) students' attitudes have a big impact on the overall foreign language learning. Attitudes which students develop throughout their lives are the crucial parts of process called learning languages. There are so many factors that involve language learning, but the main one is the attitude. According to Oroujlou and Vahedi (2011), a very good starting point is to have a very positive attitude toward learning something new. At the start of learning any language if a person begins with a cheerful and exciting state of mind and firm purpose then the overall learning will be much easier and time will fly faster. According to Kachoub (2010), people who speak more languages can have different attitudes, not just a single one. As well as the reflection of attitudes, the learners should have a willingness and strong desire towards learning. Sonmez (1994) explained the term attitude properly: "Attitude is a product of all life experiences". It is not others but the learners themselves who create positive attitudes. Different people have different attitudes. Some people have very positive attitudes, while others have negative ones but none stands stable over time. Their point of view and attitude can be altered over time and within particular situations, but they are based on life experiences. There are various points of views that we hear around us may affect our attitudes toward learning foreign languages. Consequently, it leads to change the overall view towards learning behavior of specific language. There is always a sense of success while learning as a result of having a positive attitude towards languages. Positive attitude helps people think creatively and push them to learn. It leads people success in their learning.

Lennartsson (2008) stated that students, who have difficulties with expressing attitudes towards learning foreign languages, are much more engaged than other

students who are aware of their attitudes. The orientation towards learning foreign languages might begin with a negative attitude and after a while change into positive. The crucial moment can be when the students see all the benefits that learning brings and he or she might consider it useful.

According to Ellis (1994), the learners' attitudes towards the target language inform the determination with which the learner can tackle the challenges in the target language. Normally, the learners manifest different attitudes towards the target language, target language speakers, the target language cultures, special value of learning the second language, the particular use of the target language, and themselves as members of their own culture. These attitudes are likely to reflect the particular social settings in which learners find themselves. Learner attitudes have an impact on the level of language proficiency achieved by individual learners. Thus, learners with positive attitudes (motivated one) will experience success. Similarly, learners with negative attitudes (demotivated one) will not experience success rather failure (Ellis, 1994).

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