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**ТА'ЛИМ ВА
INNOVATION
TADQIQOTLAR**

**ОБРАЗОВАНИЕ И
ИННОВАЦИОННЫЕ
ИССЛЕДОВАНИЯ**

**EDUCATION AND
INNOVATIVE
RESEARCH**

TA'LIM VA INNOVATSION TADQIQOTLAR
ОБРАЗОВАНИЕ И ИННОВАЦИОННЫЕ ИССЛЕДОВАНИЯ
EDUCATION AND INNOVATIVE RESEARCH



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Bosh muharrir: Ma'murov Bahodir Baxshulloyevich, Buxoro davlat pedagogika instituti rektori

Jamoatchilik kengashi raisi: Xamidov Obidjon Xafizovich, Buxoro davlat universiteti rektori

Mas'ul kotib: Akramova Gulbahor Renatovna

Texnik muxarrir: Davronov Ismoil Ergashevich

Tahririyat manzili: Buxoro shahar, Q.Murtazoyev ko'chasi, 16-uy

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Nigmatova Lolaxon Xamidovna, filologiya fanlari doktori (DSc). Buxoro davlat universiteti
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Olimov Shirinboy Sharofovich, pedagogika fanlari doktori, professor. Buxoro davlat universiteti
Dilova Nargiza Gaybullaevna, pedagogika fanlari doktori DSc, professor. Buxoro davlat universiteti
Tilavova Matlab Muxammadovna, pedagogika fanlari nomzodi, dotsent. Buxoro davlat pedagogika instituti
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Hasanova Gulnoz Qosimovna, pedagogika fanlari nomzodi, dotsent. Buxoro davlat pedagogika instituti
Inoyatov Abdullo Shodiyevich, pedagogika fanlari bo'yicha falsafa doktori (PhD) dotsent. Buxoro davlat universiteti
Davronov Nurzod Ismoilovich, pedagogika fanlari bo'yicha falsafa doktori (PhD) dotsent. Buxoro davlat pedagogika instituti

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Bafayev Muxiddin Muxammadovich, psixologiya fanlari buyicha falsafa doktori (PhD). Nizomiy nomidagi Toshkent davlat pedagogika universiteti

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Namozov Bobir Bahriyevich, falsafa fanlari doktori (DSc). Buxoro davlat universiteti

BIOLOGIYA FANLARI

Artikova Hafiza To'ymurodovna, biologiya fanlari doktori, professor. Buxoro davlat pedagogika instituti

10.00.00 – FILOLOGIYA FANLARI

ARE SELF-CONFIDENT STUDENTS SUCCESSFUL IN LANGUAGE LEARNING?

Abdullaeva Gulnora Gaybulloevna

Teacher of English Linguistics department at Bukhara State University

Abstract: This article provides a comprehensive review of the influence of self-confidence on students' success in language learning. By synthesizing current research findings, the study examines the impact of self-confidence on language proficiency, motivation, and achievement. Key areas of focus include the correlation between self-confidence and language proficiency, particularly in speaking skills, as well as the close relationship between self-confidence and self-efficacy in language skill development. In addition, the article addresses gender-specific differences in confidence levels and language learning performance, offering insights into the nuanced impact of self-confidence on diverse learner groups. Pedagogical approaches and effective interventions for nurturing students' self-confidence in language learning are discussed, with an emphasis on creating a supportive and inclusive learning environment.

Key words: self-esteem, proficiency, reveal, autonomous, investigate, motivation, success, acquisition, realistic expectations, acknowledge accomplishments, constructive feedback, overcorrect students.

O'ZIGA ISHONGAN TALABALAR TIL O'RGANISHDA MUVAFFAQIYATLIMI?

Abdullayeva Gulnora Gaybulloyevna

Buxoro davlat universiteti, Ingliz tilshunosligi kafedrası o'qituvchisi

Annotatsiya: Ushbu maqolada o'quvchilarning til o'rganishdagi muvaffaqiyatiga o'ziga bo'lgan ishonchning ta'sirini har tomonlama ko'rib chiqiladi. Mavjud tadqiqot natijalarini sintez qilish orqali tadqiqot o'ziga bo'lgan ishonchning tilni bilish, motivatsiya va muvaffaqiyatga ta'sirini o'rganadi. Shuningdek, o'z-o'ziga ishonch va tilni bilish, xususan, nutq qobiliyatlari o'rtasidagi bog'liqlik, ishonch darajasi va til o'rganish samaradorligidagi jinsga xos farqlar ko'rib chiqilib, o'ziga bo'lgan ishonchning turli xil o'quvchilar guruhlariga ta'siri haqida tushunchalar berilgan. Til o'rganishda o'quvchilarning o'ziga bo'lgan ishonchini shakllantirishga qaratilgan pedagogik yondashuvlar va samarali tadbirlar muhokama qilinib, asosiy e'tibor qulay va inklyuziv ta'lim muhitini yaratishga qaratilgan.

Kalit so'zlar: o'z-o'zini hurmat qilish, malakalilik, oshkor qilish, avtonom, tekshirish, motivatsiya, muvaffaqiyat, egallash, real umidlar, yutuqlarni tan olish, konstruktiv fikr-mulohazalar, o'quvchilarning xatosini haddan tashqari to'g'rilash

УСПЕШНЫ ЛИ В СЕБЕ УВЕРЕННЫЕ СТУДЕНТЫ В ИЗУЧЕНИИ ЯЗЫКА?

Абдуллаева Гульнора Гайбуллоевна

Преподаватель кафедры Английского языкознания

Бухарского государственного университета

Аннотация: В данной статье всесторонне рассматривается влияние уверенности в себе на успехи студентов в изучении языка. Обобщая результаты существующих исследований, исследование изучает влияние уверенности в себе на знание языка, мотивацию и достижения. Основными областями внимания являются взаимосвязь между уверенностью в себе и знанием языка, особенно навыками речи, а также тесная взаимосвязь между уверенностью в себе и уверенностью в себе в развитии языковых навыков. включает в себя. Кроме того, в статье рассматриваются гендерные различия в уверенности в себе и эффективности изучения языка, что дает представление о влиянии уверенности в себе на разные группы учащихся. Обсуждаются педагогические подходы и эффективные мероприятия, направленные на формирование уверенности студентов в изучении языка, при этом основной акцент делается на создании комфортной и инклюзивной образовательной среды.

Ключевые слова: самооценка, компетентность, раскрытие, автономность, проверка, мотивация, достижения, мастерство, реалистичные ожидания, признание достижений, конструктивная обратная связь, чрезмерное исправление ошибок учащихся.

Introduction: The impact of self-confidence on students' success in language learning is a topic of significant interest and importance. Existing research suggests that self-confident students tend to demonstrate higher levels of language proficiency, particularly in speaking skills. Recognized as an autonomous factor of success, self-confidence is closely associated with self-regulated motivation and achievement in language learning. Additionally, self-efficacy, which is closely related to self-confidence, has been found to significantly impact the development of language skills, particularly in spoken English. The relationship between self-confidence and achievement in language learning is an important area of study that can provide valuable insights for educators and learners alike. Self-assurance plays an essential role in the acquisition of English language skills, viewed as an independent driver of success and a key factor in self-motivation and language proficiency. Students with higher self-confidence typically achieve greater proficiency in speaking. This is closely tied to self-efficacy, which influences the development of language skills. Enhanced self-efficacy in English listening is linked to positive attitudes and efforts to improve listening skills. Moreover, self-efficacy beliefs in English learning are positively associated with academic achievement, and differences in confidence levels and English learning performance have been observed between male and female students. Given these findings, self-confidence is a crucial consideration for teachers seeking to enhance students' achievements in English language learning.

Proficiency in English communication is essential for global academic and professional success. Self-confidence emerges as a key driver of English language proficiency. It reveals that individuals with strong self-confidence in their English language abilities are more likely to successfully learn and speak a second language. Self-assurance fuels determination, perseverance, and readiness to embrace language challenges. In addition, the research suggests that individuals with high self-confidence demonstrate better pronunciation, vocabulary, and grammar, all essential for effective communication in English. The relationship between self-confidence and English language proficiency is complex, influenced by individual traits, cultural background, and language acquisition experiences. Effective interventions to enhance language learning confidence are essential for optimal outcomes. Language educators can employ goal-setting, encouragement, and reflective practices to bolster students' self-confidence and English language proficiency in both academic and professional contexts.

Methods: Learner confidence can be resistant to change and is deeply ingrained, often stemming from a wide range of personal experiences. Although this confidence may be influenced by factors beyond our control, it can be more effectively modified by concentrating on language learning and bolstering confidence in this specific area, rather than attempting to impact their overall self-perception. A boost in language confidence can motivate learners to explore new language aspects and diminish their fear of making mistakes, thereby promoting active language usage. In order to authentically enhance learner confidence in language learning, teachers must avoid simply telling them to be confident or offering insincere praise. It is essential for learners to feel that they have earned their achievements and take personal responsibility for their success in order to truly benefit from it. There are several methods that can be effective in fostering the success of self-confident students in language learning:

1. **Positive Reinforcement:** Encouraging and acknowledging students' efforts and progress can boost their confidence in their language abilities.
2. **Goal Setting:** Establishing achievable language learning goals can provide students with a sense of direction and accomplishment, reinforcing their confidence.
3. **Error Correction:** Creating a supportive environment for making mistakes and providing constructive feedback can help students build resilience and confidence in their language skills.
4. **Language Practice:** Engaging students in regular and diverse language practice opportunities, such as conversation practice, reading exercises, and role-playing, can help improve confidence in language use.
5. **Building Self-Efficacy:** Helping students develop a belief in their ability to learn and master a new language can significantly impact their confidence and success in language learning.

By employing these approaches, educators can support and empower self-confident students in their language learning journeys, ultimately contributing to their success in mastering a new language.

Results: The results of studies examining the success of self-confident students in language learning have demonstrated several key findings:

1. **Higher Language Proficiency:** Self-confident students often exhibit higher levels of language proficiency, particularly in speaking skills.

2. **Motivation and Achievement:** Self-confidence has been linked to self-regulated motivation and achievement in language learning, with confident students showing greater persistence and determination in mastering a new language.

3. **Self-Efficacy Impacts:** Self-efficacy, closely related to self-confidence, significantly influences the development of language skills, particularly in spoken English.

4. **Positive Attitudes and Efforts:** Enhanced self-efficacy in English listening has been associated with positive attitudes and increased efforts to improve listening skills among self-confident students.

5. **Gender Differences:** Studies have revealed differences in confidence levels and English learning performance between male and female students, highlighting the nuanced impact of self-confidence on language learning outcomes.

Overall, the results suggest that self-confidence plays a crucial role in shaping the success of students in language learning, impacting their proficiency, motivation, and attitudes towards language acquisition.

Discussion: It is obvious that positive self-esteem and strong confidence are associated with positive mental health, higher academic success, literacy, lower dropout rates, improved physical health, and better financial stability, among other positive outcomes. Self-confidence is linked to motivation, perseverance, and readiness to take on challenges in language learning. Learners with high self-confidence are inclined to exhibit better pronunciation, vocabulary, and grammar skills, which are crucial for effective communication in English. It is believed that high self-esteem contributes to enhanced mental and physical well-being, and reduced antisocial behavior, while low self-esteem may lead to anxiety, isolation, and increased susceptibility to negative influences. Self-esteem can pertain to a specific attribute or be more general in nature. However, there are also some matters which should be thoroughly investigated. The discussion regarding the success of self-confident students in language learning encompasses several key points for consideration:

1. **The Impact of Self-Confidence:** Exploring the specific ways in which self-confidence influences language learning outcomes, including proficiency, motivation, and achievement.

2. **Relationship to Self-Efficacy:** Discussing the close connection between self-confidence and self-efficacy, and how these factors contribute to language skill development and success.

3. **Gender Disparities:** Addressing the observed differences in confidence levels and language learning performance between male and female students, and considering the implications for supporting diverse learner needs.

4. **Pedagogical Approaches:** Examining effective teaching strategies and interventions that can enhance students' self-confidence and promote success in language learning.

5. **Long-Term Impact:** Considering the long-term effects of self-confidence on language proficiency and the potential for building resilience and self-efficacy in language acquisition.

6. **Cultural and Individual Factors:** Exploring how cultural backgrounds and individual traits may influence the development of self-confidence in language learning and its subsequent impact on learners' success.

By delving into these discussion points, educators, researchers, and stakeholders can gain deeper insights into the significance of self-confidence in shaping the success of students in language learning, ultimately informing effective practices and interventions in language education.

In conclusion, the evidence strongly supports the notion that self-confident students are indeed successful in language learning. The findings from various studies highlight the significant impact of self-confidence on language proficiency, motivation, and achievement. The close relationship between self-confidence and self-efficacy further underscores the importance of fostering a positive belief in one's language learning abilities. Additionally, the observed differences in confidence levels and language learning performance between male and female students emphasize the need for tailored support and interventions to address diverse learner needs.

Effective teaching strategies and interventions that aim to enhance students' self-confidence are crucial for promoting success in language learning. Encouraging a supportive learning environment, setting achievable goals, and providing opportunities for diverse language practice can contribute to the development of resilient and self-assured language learners. Furthermore, recognizing the impact of cultural backgrounds and individual traits on self-confidence in language learning is essential for cultivating inclusive and empowering language education practices.

In light of these findings, it is evident that self-confidence plays a pivotal role in shaping the success of students in language learning. Empowering students to believe in their language abilities can lead to improved proficiency, motivation, and attitudes toward language acquisition. Moving forward, continued efforts to understand and enhance self-confidence in language learning will be critical for promoting success and inclusivity in language education.

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Jurnal har oyda bir marta o'zbek, rus va ingliz tillarida nashr etiladi.
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«Ta'lim va innovatsion tadqiqotlar» xalqaro ilmiy-metodik jurnali 2020 yil oktyabrdan nashr etilmoqda.

Pedagogika, psixologiya, filologiya va tilshunoslik, matematika, fizika va mexanika, texnika fanlari, tabiatshunoslik, tarix va falsafa, turizm va iqtisodiyot, axborot kommunikatsion texnologiyalari, geografiya sohalardagi ilmiy va ilmiy-uslubiy materi-allarni o'z ichiga oladi. Nashr qilingan materiallar mualliflari O'zbekiston Respublikasi hamda yaqin va uzoq xorijning yetakchi olimlari, tadqiqotchi-izlanuvchilari.

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Oliy pedagogik ta'lim nazariyasi va amaliyoti; umumiy va maxsus pedagogika va psixologiya, pedagogika va innovatsiya, integratsiya, O'zbekiston, Rossiya va xorijiy mamlakatlarning ta'lim tizimi; ta'lim jarayoni; ko'p madaniyatli va mintaqaviy ta'lim; III Renessans, XXI asrdagi ta'lim; ta'lim va tarbiya sohasidagi milliy va qadriyat ustuvorliklari; ta'lim sifatini monitoring qilish; uzluksiz pedagogik ta'lim tizimi; ta'lim dasturlari; umumiy o'rta va o'rta maxsus, kasb-hunar ta'limining davlat ta'lim standartlari; o'qituvchilarni tayyorlash tizimidagi ta'lim texnologiyalari.

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