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MUNDARIJA * СОДЕРЖАНИЕ *** CONTENTS**

ANIQ VA TABIIY FANLAR * EXACT AND NATURAL SCIENCES *** ТОЧНЫЕ И ЕСТЕСТВЕННЫЕ НАУКИ**

Yusupov X.N., Toshtemirov R.T.	Texnologik tizimlarni ishonchliligini baholashda dasturiy ilovalardan foydalanish	**4**
Umarov Sh.A.	Axborot xavfsizligining intellektual tizimlarini qurish asoslari	**10**
Shamsiddinova M.U.	Regression tahlilda nisbiy xatolikning o'ziga xos tomonlari	**18**
Badalov Q.A.	Singularity and stability problems of black holes/wormholes in the reissner-nordström metrics	**26**
Mamatkarimov O.O., Turg'unov M.O., Qo'chqarov B.H., Xolmirzayev A.A.	(MDYA) strukturalar asosidagi maydon tranzistorlari, xotira elementlari uchun olingan tadqiqot natijalari	**33**
To'rayev Sh.D., Norqulov U.E.	Qadam dvigatelni boshqarish orqali energiya tejash	**41**
Urunov B.J.	Energiya tejamkor nasoslarning kuchi	**45**
Элманов А.Б., Кенгбоев С.А.	Математическая модель резки зубчатых колёс из сталей лазерными лучами	**53**
Abdiyeva G.B., Raximova D.D.	Ip va to'qimalarning mexanikaviy-matematik modellari va ularga kiruvchi parametrlarni aniqlash metodikasi	**58**
Элманов А.Б., Кенгбоев С.А.	Расчёт долговечности зубчатых колёс по критерию износа	**63**
Amirov S.F., Jumayev J., Sattorov T.A.	Tarqoq parametrli magnit zanjirlarni magnitlanish egri chizig'ini aproksimatsiyalovchi funksiyani aniqlash	**70**
Mustafoyeva Z.E.	Translation – invariant Gibbs measures for the Potts model on the Cayley tree	**75**
Ibragimov M.F.	The use of algorithms for combining classes in order to facilitate the work of experts in evaluating the activities of neighborhoods in executive authorities	**81**
Нурмаматова Р.Р., Абдиева Г.Б.	Инсон танасини мураккаб механик система кўринишида моделлаштириш	**88**
Шахриддинов Ф.Ф., Бердимурадов Х.Т., Юлдашова Р.Г., Хайдаров К.З.	Анализ принципов функционального питания детей до года	**92**
Mamatov Z.U., Zoirov S.X., Karshiboyev Sh.E., Norbutayeva I.Q., Saloydinov M.F.	Dimetilsulfoksidda molekulyar agregatsiyalarning spektral namoyon bo'lishini tajribaviy va nazariy o'rganish	**101**
Шахриддинов Ф.Ф., Юлдашова Р.Г.	Принципы функционального питания детей старше года	**106**
Baxromova L.A., Sadullayev S.X.	Sog'lom ovqatlanishda "fast food" tarkibi, iste'mol qilish chastotasiga ta'sir qiluvchi omillar	**114**
Yusupov X.N., Farxodov S.U., Doliyev Sh.Q., Toshtemirov R.T., Abdisaidov R.M.	Sintetik usulda suyuq yonilg'i ishlab chiqarish uchun reaktor qurilmasini avtomatlashtirish va boshqarish jarayoni uchun funksional sxema qurish	**120**
Kengboyev S.A., Elmanov A.B.	Texnologik tikuv jihozlari detalini kimyoyiv ta'sir jarayonidan so'ng uning ichki devorida vujudga keladigan kuchlanishining tadqiqi	**127**

Rahmonov E.S.	Shar va polukrug uchun Karleman formulasi	**132**
Sadullayev S.X., Mirzayev J.D., Baxromova L.A.	Sabzining ikkilamchi xom ashyosidan karotinoid olish va uni oziqaviy qo‘shimcha sifatida qo‘llash	**138**
Xolmurodov B.B., Bozorov Sh.I., Sobirov S.O.	Kovul o‘simligi ildizi tarkibini tahlil qilish	**147**
Xolmurodov B.B., Mirzayev J.D., Xolmurodov B.B., Karimova N.A.	Alkogolli mahsulotlarning soxtalashtirishni aniqlashning xromotografik usullarini tadqiq qilish	**153**
Саъдуллаев О.Т.	“O‘ZDONMAHSULOT” АК таркибига кирувчи “DON-XALQ RIZQI” АЖ фаолиятига таъсир қилувчи рискларнинг амалий таҳлили	**159**
Шахриддинов Ф.Ф., Юлдашова Р.Г.	Исследование дефектов рационального питания студентов	**172**
Uzoqov Y.A., Шахриддинов Ф.Ф., Юлдашова Р.Г.	Ichimlik suvining sifat va xavfsizlik ko‘rsatkichlarini o‘rganish	**180**
Raximov Y.E., Xolmurodov B.B., Marubjonov A.A., Aralov B.J.	Asal tarkibini tahlil qilish	**188**
Qobilov F.Sh., Jumaboyeva S.O‘.	Boshoqli donlarda kleykovina sifatini aniqlashning zamonaviy usullarini tahlil qilish	**193**
Irisova Sh.	Protection[k1] of plants sown after cereals in the fergana valley	**198**
Шахриддинов Ф.Ф., Юлдашова Р.Г.	Bug‘doy, tariq solodi va okara un aralashmasidan ishlab chiqarilgan funksional non sifatini baholash	**206**
Alimova L.X.	Quyi Zarafshon qarsildoq (elateridae) qo‘ng‘izlarning taksonomik tarkibi	**211**
Umurqulova F.S., Boymatov S.I.	Bug‘doy donining qisimlarini o‘rganish va kepagidan turli foydali oziq-ovqat mahsulotlar ishlab chiqarish	**216**
TILSHUNOSLIK * LINGUISTICS *** ЯЗЫКОЗНАНИЕ**		
Norova M.F.	Dialectisms in the language of literary works	**220**
Eshonqulova M.Z.	Ontolingvistikaning tarixi va uning rivojlanish bosqichlari	**225**
Hikmatova N.A.	Artificial words, combinations and phrases formed in uzbek language with the word "market"	**229**
Hojieva M.G.	The transformative power of literature in language teaching: cognitive, linguistic, and effective dimensions	**233**
Jumaev M.A.	Modal verbs in modern english	**238**
Qutliyeva M.G‘.	Ingliz tilida iqtisodiy lug‘at tarkibi va tizimlari	**242**
Xalikova M.X.	Ayrim raqam va sonlarda lug`aviy-semantik munosabatlarning milliy-mental verballashuvi	**247**
Жўраева Л.Ж.	Навоий асарларидаги кийим номларининг лингвокультурологик тадқиқи	**253**
Сирожева Н.С.	Роль, использование и типы лексических трансформаций в процессе перевода	**260**
Abdullaeva G.G.	The effects of self-esteem, inhibition and anxiety in second language acquisition	**265**
Faleeva A.V.	Lexico-semantic and morphemic-morphological features of english colloquialisms in lexicographical sources	**272**
Cho‘liyev R.A.	Abdulla Qodiriyning “Nima qayoqqa ketadir” va “Ko‘mak” uyushmasiga	**276**

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THE EFFECTS OF SELF-ESTEEM, INHIBITION AND ANXIETY IN SECOND LANGUAGE ACQUISITION

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Abstract. *This article discusses the issues related with self-esteem and inhibition in second language learning. Second language acquisition theory emphasizes the importance of self-esteem in successful language learning. Self-esteem refers to an individual's evaluation of their own worth and capabilities. It is influenced by our inner experiences and interactions with the external world, and is formed in early childhood. Self-esteem is a psychological and social phenomenon that affects an individual's evaluation of their competence and self-worth. It consists of multiple components, including competence, worthiness, cognition, affect, stability, and openness. Self-esteem can fluctuate and is influenced by personal circumstances. In the context of language learning, low self-esteem can have negative consequences, leading to avoidance of communication and even dropping out of classes. Therefore, it is important for teachers to create a supportive environment that promotes students' self-esteem. In addition to self-esteem, other factors such as inhibition, risk-taking, and anxiety also play a role in second language acquisition. Teachers should be aware of these affective factors and implement appropriate strategies to support language learners.*

Keywords: *Inhibition, self-esteem, affective filter, language acquisition, learner, teacher, anxiety, self-awareness, capability*

ВЛИЯНИЕ ЧУВСТВА СОБСТВЕННОГО ДОСТОИНСТВА, ЗАТОРМОЖЕННОСТИ И ТРЕВОЖНОСТИ НА ОВЛАДЕНИЕ ВТОРЫМ ЯЗЫКОМ

Аннотация. *В данной статье рассматриваются вопросы, связанные с самооценкой и торможением при изучении второго языка. Теория овладения вторым языком подчеркивает важность самооценки для успешного изучения языка. Самооценка относится к оценке человеком собственной ценности и возможностей. Она формируется под влиянием наших внутренних переживаний и взаимодействий с внешним миром и формируется в раннем детстве. Самооценка – это психологическое и социальное явление, которое влияет на оценку человеком своей компетентности и самооценки. Она состоит из нескольких компонентов, включая компетентность, достоинство, познание, аффект, стабильность и открытость. Самооценка может колебаться и зависит от личных обстоятельств. В контексте изучения языка низкая самооценка может иметь негативные последствия, приводя к избеганию общения и даже пропуску занятий. Поэтому учителям важно создать благоприятную среду, способствующую повышению самооценки учащихся. В дополнение к самооценке, другие факторы, такие как ингибиция, готовность к риску и тревожность, также играют роль в овладении вторым языком. Учителя должны знать об этих аффективных факторах и применять соответствующие стратегии для поддержки изучающих язык.*

Ключевые слова: *Ингибирование, самооценка, аффективный фильтр, овладение языком, учащийся, учитель, тревожность, самосознание, способность*

IKKINCHI CHET TILINI O‘RGANISHDA O‘Z-O‘ZINI HURMAT QILISH, O‘Z-O‘ZIDAN QONIQMASLIK VA TASHVISHLANISHLARNING TA’SIRI

Annotatsiya. *Ushbu maqolada ikkinchi tilni o‘rganishda o‘z-o‘zini hurmat qilish va o‘z-o‘zidan qoniqmaslik bilan bog‘liq masalalar haqida so‘z boradi. Ikkinchi tilni o‘rganish nazariyasida tilni muvaffaqiyatli o‘rganishda o‘z-o‘zini hurmat qilish muhimligi ta'kidlanadi. O‘z-o‘zini hurmat qilish shaxsning o‘z qadri va imkoniyatlarini baholashini anglatadi. Bu bizning ichki tajribalarimiz va tashqi dunyo bilan o‘zaro muloqotimiz ta'sirga ega bo‘lib, erta bolalikda shakllanadi. O‘z-o‘zini hurmat qilish psixologik va ijtimoiy hodisa bo‘lib, shaxsning o‘z kompetentligi va o‘z qadrini baholashiga ta'sir ko‘rsatadi. U kompetentlik, munosiblik, bilish, ta'sir qilish, barqarorlik va ochiqlik kabi bir nechta tarkibiy qismlardan iborat. O‘z-o‘zini hurmat qilish o‘zgarishi mumkin va shaxsiy sharoitlar ta'siriga tushib qolishi mumkin. Til*

o‘rganish kontekstida o‘z-o‘zini past baholash salbiy oqibatlarga olib kelishi mumkin, bu esa muloqotdan qochishga va hatto, darslarni tashlab ketishga olib keladi. Shuning uchun o‘qituvchilar uchun o‘quvchilarning o‘z-o‘zini hurmat qilishini ta'minlovchi qo‘llab-quvvatlovchi muhit yaratish muhim ahamiyatga ega. Ikkinchi tilni o‘rganishda o‘z-o‘zini hurmat qilishdan tashqari inhibisyon, xavf-xatarni qo‘lga kiritish, tashvish kabi boshqa omillar ham rol o‘ynaydi. O‘qituvchilar ushbu affektiv omillardan xabardor bo‘lishlari va til o‘rganuvchilarni qo‘llab-quvvatlash uchun tegishli strategiyalarni amalga oshirishlari kerak.

Kalit so‘zlar: *o‘z-o‘zidan qoniqmaslik, o‘z-o‘zini hurmat qilish, affektiv filtr, tilni o‘rganish, o‘rganuvchi, o‘qituvchi, tashvish, o‘z-o‘zini anglash, qobiliyat*

Introduction. Second language acquisition theory leaves no doubt about the crucial importance of a further affective variable, self-esteem, which has to do with the inevitable evaluations one makes about one’s own worth. It could easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself, and belief in your own capabilities for that activity. We dive our notions of self-esteem from our inner experience and our relationship with the external world. The foundation of our concept of “self” is laid in early childhood. As we incorporate beliefs, attitudes and memories, new experiences and ideas will be affected by the previously existing notion of who we are and by our need to protect this fragile “self”. Personality development universally involves the growth of a person's concept of self, acceptance of self, and reflection of self as seen in the interaction between self and others. Self-esteem begins with the approbation and reliable attachment of important others but is eventually internalized so that it can be maintained relatively independently of the outside world.

By self-esteem, we refer to the evaluation which individuals make and customarily maintain with regard to themselves; it expresses an attitude of approval or disapproval, and indicates the extent to which individuals believe themselves to be capable, significant, successful and worthy. In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes that individuals hold towards themselves. It is a subjective experience which the individual conveys to others by verbal reports and other overt expressive behaviour. Fundamentally, self-esteem is a psychological and social phenomenon in which an individual evaluates his or her competence and own self according to some values, which may result in different emotional states, and which becomes developmentally stable but is still open to variation depending on personal circumstances.

Main part. We suppose that it is very essential to consider the theoretical value of self- concept since most methodologists count it as a key factor in learning a foreign language. Rubio informs that James (1890), White (1959), Coopersmith (1959 and 1967), Rosenberg (1965 and 1979), Branden (1969 and 1994), and Mruk (1999 and 2006) have been the main contributors to the development of the theoretical concept of self-esteem. Basically, their definitions point to six major components or dimensions of self-esteem:

- Competence and worthiness.
- Cognition and affect.
- Stability and openness.

Researches indicate that all components are included to a certain degree and may affect a person depending on individual traits and context circumstances. Competence has been studied extensively under different labels (efficacy, success, etc.) and can be a major influence in school settings regarding academic achievement [34; 4]. Developmental psychology places the emergence of competence in middle childhood. On the other hand, worthiness develops in early childhood and comes originally from parental value, for instance, when parents show acceptance and approval after a child does something successfully. Worthiness is making judgment about oneself. Both phenomena exert influence on each other. Also, part of the literature regarding the conceptualization of self-esteem has dedicated attention to whether to label it as being related to cognition or affect. Since evaluation is necessarily involved in our sense of worthiness and competence, cognition is then a central factor. However, neuro-scientific studies have shown that cognition and affect are distinct but inseparable and have stressed the connections between the neocortex, involved in thinking and the limbic system which is related to emotions. Finally, perhaps the most difficult issue researchers have faced on the conceptualization of self-esteem has been its dynamicity in terms of stability or openness. Is self-esteem open to change? Does change happen rapidly or slowly over time? In White’s psychodynamic view, most openness occurs during childhood and then self-esteem becomes relatively stable, but still subject to change to a lesser degree. In that sense, self-esteem can fluctuate more than other stable characteristics.

Based on works of researchers, the incorporation of a concern with self-esteem has proved to be an important direction in education. Yet in the process it may have come to be considered a band-wagon to jump on or even a panacea which is alleged to be able to solve complex problems that have very diverse and unrelated roots. Thus, there have been misunderstandings of the essence of work on self-esteem in education. Critics have affirmed that dealing with self-esteem can lead to egocentric behaviour and to unrealistic expectations. However, for productive work on self-esteem it goes without saying that what is being considered is what we could term "healthy" self-esteem, where students have both a positive, accurate belief about themselves and their abilities and also the commitment and responsibility that comes when they see themselves as able to complete worthwhile goals. It is never a case of giving students false beliefs or of telling them that "anything goes". Quite the contrary, work with self-esteem and other affective issues is connected to providing a supportive atmosphere in which we can better encourage learners to work hard to reach their learning potential unhindered by the negative affect - affective filter.

Generally speaking, self-esteem is one of the central drives in human beings. When the level of self-esteem is low, the psychological homeostasis is unbalanced, creating insecurity, fear, social distance and other negative situations. Self-esteem can exercise a determining influence on a person's life, for good or bad; when there is very low self-esteem, this may even bring about a need for clinical treatment. However, though in the context of language learning low self-esteem is a non-clinical phenomenon, it can have serious consequences. Students may avoid taking the necessary risks to acquire communicative competence in the target language; they may feel deeply insecure and even drop out of the class. Taking these effects into consideration, in the language classroom it is important to be concerned about learners' self-esteem. However, this implies more than doing occasional activities to make students reflect about their worthiness and competence. As a first step, teachers themselves need to be aware of their own self-esteem, to understand what self-esteem is, what are the sources and components, and how applications can be implemented in the language classroom. This implementation should be based on a valid framework.

People derive their sense of self-esteem from the accumulation of experiences with themselves and with others and from assessments of the external world around them. As stated by Brown, three general levels of self-esteem have been described in the literature to capture its multidimensionality:

1. General, or global, self-esteem is said to be relatively stable in a mature adult, and is resistant to change except by active and extended therapy. It is the general or prevailing assessment one makes of one's own worth over time and across a number of situations. In a sense, it might be analogized to a statistical mean or median level of overall self-appraisal.

2. Situational or specific self-esteem refers to one's self-appraisals in particular life situations, such as social interaction, work, education, home, or on certain relatively discretely defined traits, such as intelligence, communicative ability, athletic ability, or personality traits like gregariousness, empathy, and flexibility. The degree of specific self-esteem a person has may vary depending upon the situation or the trait in question.

3. Task self-esteem relates to particular tasks within specific situations. For example, within the educational domain, task self-esteem might refer to one subject-matter area. In an athletic context, skill in a sport—or even a facet of a sport such as net play in tennis or pitching in baseball—would be evaluated on the level of task self-esteem. Specific self-esteem might encompass second language acquisition in general, and task self-esteem might appropriately refer to one's self-evaluation of a particular aspect of the process: speaking, writing, a particular class in a second language, or even a special kind of classroom exercise [16; 146].

Self-confidence or an attitude of approving of and believing in one's abilities as being worthy has been linked to high willingness to communicate in a second language. Some learners may be more prone to seek communication in a second language environment, while others with low self-confidence may avoid it. Nevertheless, the relationship between self-confidence and success in second language learning has not been shown to be a causal one. Brown emphasizes that SLA research has not answered 'the classic chicken-or-egg question: "Does high self-esteem cause language success, or does language success cause high self-esteem?" Clearly, both are interacting factors. It is difficult to say whether teachers should try to "improve" global self-esteem or simply improve a learner's proficiency and let self-esteem take care of itself. Heyde, in 1979, found that certain sections of a beginning college French course had better oral production and self-confidence scores than other sections after only eight weeks of instruction. Actually, this finding suggests that teachers really can have a positive and influential effect on both the linguistic performance and the emotional well-being of the student. Andres concurred and suggested classroom techniques that can help

learners to "unfold their wings." Perhaps these teachers succeeded because they gave optimal attention both to linguistic goals and to the personhood of their students[16; 147].

Closely related to and in some cases subsumed under the notion of self-esteem is the concept of inhibition. All human beings, in their understanding of themselves, build sets of defences to protect the ego. The new born baby has no concept of its own self; gradually it learns to identify' a self that is distinct from others. In childhood, the growing degrees of awareness, responding, and valuing begin to create a system of affective traits that individuals identify with themselves. In adolescence, the physical, emotional, and cognitive changes of the pre-teenager and teenager bring on mounting defensive inhibitions to protect a fragile ego, to ward off ideas, experiences, and feelings that threaten to dismantle the organization of values and beliefs on which appraisals of self-esteem have been founded. The process of building defences continues into adulthood. Some persons—those with higher self-esteem and ego strength—are more able to withstand threats to their existence, and thus their defences are lower. Those with weaker self-esteem maintain walls of inhibition to protect what is self-perceived to be a weak or fragile ego, or a lack of self-confidence in a situation or task.

The human ego encompasses what Ehrman refer to as language ego or the very personal, egoistic nature of second language acquisition[22; 74]. Meaningful language acquisition involves some degree of identity conflict as language learners take on a new identity with their newly acquired competence. An adaptive language ego enables learners to lower the inhibitions that may impede success.

In Brown's 'Principles of language learning and teaching' it has been found out that the classic study of inhibition in relation to second language learning reveals the information about an experiment designed by Guiora, Beit-Hallami, Brannon, Dull, and Scovel using small quantities of alcohol to induce temporary states of less-than-normal inhibition in an experimental group of subjects. The performance on a pronunciation test in Thai of subjects given the alcohol was significantly better than the performance of a control group. Guiora and colleagues concluded that a direct relationship existed between inhibition (a component of language ego) and pronunciation ability in a second language [16; 148].

Nevertheless, the results were inconclusive, though there is strong intuitive support for the negative influence of inhibition on language learning. Alcohol may lower inhibitions, but alcohol also tends to affect muscular tension, and while "mind" and "body" in this instance may not be clearly separable, the physical effect of the alcohol may have been a more important factor than the mental effect in accounting for the superior pronunciation performance of the subjects given alcohol. Furthermore, pronunciation may be a rather poor indicator of overall language competence. Nevertheless, the Guiora research team provided an important hypothesis that has tremendous intuitive—if not experimental—support.

While students might be delighted by such a proposal, the experiments have highlighted a most interesting possibility: that the inhibitions, the defences that we place between ourselves and others are important factors contributing to second language success. Ehrman has provided further support for the importance of language ego in studies of learners with "thin" (permeable) and "thick" (not as permeable) ego boundaries. While neither extreme has been found to have necessarily beneficial or deleterious effects on success, Ehrman has suggested that the openness, vulnerability, and ambiguity tolerance of those with "thin" ego boundaries create different pathways to success from those with hard-driving, systematic, perfectionistic, "thick" ego boundaries.

Such findings, coupled with Guiora's earlier work, have given rise to a number of steps that have been taken in practices to create techniques that reduce inhibition in the foreign language classroom. Language teaching approaches in the last three decades have been characterized by the creation of contexts in which students are made to feel free to take risks, to orally try out hypotheses, and in so doing to break down some of the barriers that often make learners reluctant to try out their new language. Dufeu speaks of establishing an adequate affective framework so learners feel comfortable as they take their first public steps in the strange world of a foreign language. To achieve this, one has to create a climate of acceptance that will stimulate self-confidence, and encourage participants to experiment and to discover the target language, allowing themselves to take risks without feeling embarrassed [16; 148].

A closely-related area of concern is the question of errors. Anyone who has learned a foreign language is acutely aware that second language learning actually necessitates the making of mistakes. We test out hypotheses about language by trial and many errors; children learning their first language and adults learning a second can really make progress only by learning from their mistakes. If we never ventured to speak a sentence until we were absolutely certain of its total correctness, we would likely never communicate productively at all. So, making mistakes is implicit in language learning. We made them when we were children learning our first language, and we cannot help making them when we learn a second language as

adults. However, as young children, we were not inhibited and thus could participate freely in the learning adventure, taking risks as needed. When learning, as previously mentioned, we have to be able to "gamble" a bit, to be willing to try out hunches about the language and take a reasonable risk of being wrong. Inhibition develops when a small child gradually learns to identify a self that is distinct from others, and the affective traits begin to form. With greater awareness comes the need to protect a fragile ego, if necessary by avoiding whatever might threaten the self. Strong criticism and words of ridicule can greatly weaken the ego, and the weaker the ego, the higher the walls of inhibition. Accordingly, mistakes can be viewed as both internal and external threats to our ego. Internally, our critical self and our performing self can be in conflict: when as learners we perform something 'wrong', we become critical of our own mistakes. Externally, we perceive others' exercising their critical selves, even judging us as persons when we make an error in a second language. Therefore, language teachers should not ignore affective factors when establishing the most appropriate policy of error correction for their particular situation.

Intricately intertwined with self-esteem and inhibition and risk-taking, the construct of anxiety plays an important affective role in second language acquisition. Even though we all know what anxiety is and we all have experienced feelings of anxiousness, anxiety is still not easy to define in a simple sentence. It is associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry. Anxiety is reasonably affective factor that most pervasively obstructs the learning process.

Brown makes the distinction between trait anxiety —the permanent predisposition to be anxious — and state anxiety as the feeling that is experienced in relation to some particular situation. Many studies conducted on state anxiety indicate that foreign language anxiety can have a negative effect on the language learning process. Conversely, Bailey notes that a certain concern or anxiety is a positive factor. This kind of anxiety is described as facilitating the learning process. In her actual classroom experience, the writer has witnessed that just as tasks without a certain amount of challenge can undermine the learner's interest, assignments without balance and enough support can be disheartening as they can submerge the learner into a state of emotional dullness or paralysis. On the word of Ellis, there are three types of anxiety in language learning. One type of anxiety is trait anxiety as he refers to as 'the disposition to be anxious'. This is a general characteristic within a person's general personality. The second type of anxiety is known as 'state anxiety,' which is based on a learner's reaction to a specific learning situation like taking an exam or reciting an oral presentation. This is anxiety based on a specific learning situation. The third type is situation - specific anxiety which is based on the general orientation of anxiety resting on certain learning contexts in which a learner does not perceive himself or herself fit or linguistically capable for acquiring proficiency in speaking and reading contexts [23; 545]. Ellis relates to anxiety as result due to the following factors:

1. Learners' competitive natures;
2. Teachers' threatening questions;
3. Lack of a relaxed second language environment.

As stated by Brown, three components of foreign language anxiety have been identified in order to break down the construct into researchable issues:

1. Communication apprehension, arising from learners' inability to adequately express mature thoughts and ideas;

2. Fear of negative social evaluation, arising from a learner's need to make a positive social impression on others; and

3. Test anxiety or apprehension over academic evaluation [16; 151].

The degree of anxiety can also be intensified by a few factors that are often overlooked: a). age (varies between adults and children and the learning context at hand); 2). being motivated (How motivated is the learner to study the second language); 3). self-image (Does the learner have enough self-confidence?)

Age and education level are core independent variables in most language anxiety researches. Donovan and MacIntyre(2005)investigated the effects of these variables on foreign language anxiety in a population of junior high school French immersion students, high school students, and university students. No significant differences in levels of foreign language anxiety were found among the junior high and high school students, but students reported higher levels of foreign language anxiety in the university group.

Correspondingly, Gardner and MacIntyre(1993)have suggested that reciprocal paths exist between language anxiety and motivation[27; 520]. High levels of motivation inhibit anxiety and high levels of anxiety depress motivation. Besides, anxious learners are generally tied up by the emotional elements; they often do not have enough self-awareness to regulate their learning and cannot switch back to a specific learning context. They are also unable to remember the contents of the previous lesson. So, a certain degree

of concern, anticipation and curiosity can be useful and even necessary to achieve, but anxiety in large amounts can have an inhibiting effect and impede the process of successful language learning.

It is not always clear how foreign language anxiety comes into being. For some people it may be a cause of having been ridiculed for a wrong answer in class; for others it may have to do with factors unconnected with the language class itself. In many cases, the roots may be found in what Heron terms 'archaic anxiety' which is 'repressed distress of the past: the personal hurt, particularly of childhood, that has been denied so that the individual can survive emotionally'[10; 9].Thus unhealed past wounds may impinge on present situations with potential threatening elements. These elements can lead to failure in language anxiety.

Foreign language anxiety has also been linked to personality characteristics such as perfectionism. Perfectionism can be thought of as the irrational belief that a person and his or her environment must be perfect, striving to be the best, to reach the ideal, and never to make a mistake. It is a habit that keeps the person constantly alert to imperfections, failings, and weakness in himself and others and the belief that no matter what he attempts it is never "good enough" to meet his own or others' expectations. The anxious learners were found to set higher personal performance standards, tended to procrastinate, were more fearful of evaluation, and were more concerned about errors. In other words, the more anxious participants tended to be more perfectionists.

Perfectionism can have both negative and positive aspects. Beginning from its disadvantages, it can take the form of procrastination when it is used to postpone a task. Besides it may take the form of self-criticism when it is used to excuse poor performance or to seek sympathy and affirmation from other people. Perfectionism can lead to low productivity as perfectionists, who have fear of failure, an all-or-nothing mind set, lose time and energy on small irrelevant details of larger tasks. Not only perfectionists but also people around them can suffer from dissatisfaction, sacrifice of family and social activities in the quest for goals. Speaking about its positive aspects, it is really important to note that perfectionism can drive people to accomplishments, providing motivation to complete the task even though it is difficult. A perfectionist is usually able to promote the meticulous attention to detail necessary for scientific investigation since they have an ability which results in the commitment which pushes people to keep working

Moreover, foreign language anxiety might be linked to socio biographical and affective factors, but situational factors can also affect levels of anxiety. Dewaele found that the situation in which the interaction was taking place affected foreign language anxiety levels of adult multi-linguals in all languages. Private speech with friends was felt to be significantly less anxiety-provoking than interaction with strangers. Public speech appeared to be the most anxiety-provoking activity, especially in a foreign language [18; 917].The anxiety and disorientation that the international student faces in entering a new culture, "culture shock", can further complicate the learning process for these students. If we notice that a student acquiring English is reticent to speak up in class discussions or displays a writing style that is somewhat terse or parrot-like, we need to be aware of the possibility that the student is facing the frustrations of language and culture shock. These students need to be helped to become full participants in the educational process that is taking place in the classroom, rather than acquiesce and become passive audience members. Again, bolstering students' self-esteem by showing a willingness to work non-judgmentally to help them develop better communicative capacities in English could help increase their motivation and achievement.

Yet another important insight to be applied to our understanding of anxiety lies in the distinction between debilitative and facilitative anxiety. We may be inclined to view anxiety as a negative factor, something to be avoided at all costs. But the notion of facilitative anxiety is that some concern—some apprehension—over a task to be accomplished is a positive factor. Otherwise, a learner might lack the facilitative tension that keeps one poised, alert, and just slightly unbalanced to the point that one cannot relax entirely. The feeling of nervousness before giving a public speech is, in experienced speakers, often a sign of facilitative anxiety, a symptom of just enough tension to get the job done.

So the teachers of language, when their students are anxious, would do well to ask themselves if their students possess sufficient self-esteem, whether they have low inhibition and the anxiety they own is truly debilitative. It could well be that a little nervous tension in the process is a good thing. Once again, that is clear that a construct has an optimal point along its continuum: both too much and too little anxiety may hinder the process of successful second language learning.

Conclusion. All in all, future research requires larger samples and more comprehensive measures of personality factors and their relationship, so that precise statistical evidence can be found that will shed light on the intuitive belief held by teachers and educators of the importance of these issues in learning. The obvious implication of this research would be to provide teachers with training to teach by considering the

role of personality factors. The real question for future investigation is whether teachers benefit from being specifically trained in the use of aforesaid strategies as part of pre-service or in-service teacher education programs.

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