THE PSYCHOLOGY OF THE LANGUAGE LEARNER AND INDIVIDUAL DIFFERENCES IN FOREIGN LANGUAGE ACQUISITION

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Abstract: *It is important that in the process of education and learning a foreign language, a person has his own individual characteristics that must be taken into account in the room of sin. The inability of a teacher teaching a foreign language to take into account the individual characteristics of people in the classroom leads to a complication of this process and the inability to make extensive use of the student's or student's capabilities. In this regard, the specificity of the language learner is a factor that the teacher must take into account and which serves to increase the effectiveness of the education process. This article talks about the importance of the results and individual characteristics that language learners can gain by listening, experiencing, studying and observing. Depending on the characteristics of language learners and their characteristics, the effective sides and disadvantages of the chosen methods are observed.*

Keywords: *individual characteristics, learning by sight, learning by ear, learning by observation, decision-making, data perception.*

It is a fact that mastering a foreign language is a complex phenomenon, and it can be observed that some people learn faster, showing noticeable results than others. Many linguists and language teachers are always interested in the causes and factors of differences between people and wonder why people differ so much in how they learn a second language and master a foreign language. Thus, over the past few decades, a number of people working in the field of language learning have made significant efforts to analyze the various results and outcomes that students demonstrate in mastering and learning a foreign language, as well as to describe individual characteristics and the keys to their success. As for the application of these theories in practice, many linguists emphasize the important role of strategies and methods of language learning, individual human characteristics, with which it is possible to form trajectories of learning foreign languages [1].

It is obvious that the need to train teachers to master a foreign language and master a second language has led to the discovery of new milestones, and with the advent of modern technologies, the development of language learning theories has opened up new prospects for studying the individual differences of students. Throughout their careers, teachers have to deal with many foreign language learners who have different degrees in different learning environments. During this period, teachers can work with many people who want to learn English as a foreign language. As a result, teachers can be sure that each class is individual and unique, that each language learner is unique and has its own individual characteristics. In addition, it is widely believed that a single type of methodology is ineffective for all students and students learning a foreign language in different ways. It is also important to be able to distinguish and effectively apply the preferences of people learning a foreign

language, as well as methods and instructions from which they can benefit. While the individual differences of a person learning a foreign language have been widely studied in the last few decades, there are very few studies related to theories of second language acquisition or foreign language acquisition conducted with the observation of an individual and his learning trajectory and showing cases of the relationship between the environment of language learners and their conditions. Thus, the importance of studying individual personality traits and relying on methods and practices focused on them allows a particular language learner to contribute to the work of people who want to understand the specifics of individual differences in terms of learning styles in the classroom (visual, auditory, kinesthetic), and serves as support in the field of language learning. According to the analysis of the results and results, the development of theories and practices related to this aspect of the field of foreign language acquisition is effectively perceived. In addition, the research may seem complicated and unreliable at the same time. It should be borne in mind that the study discusses proposals on the topic of the author's experience as a foreign language teacher learning a language, and the practical results of the process as a language learner and teacher at the same time.

Over the past few decades, foreign language learners and teachers have begun to realize that in an era of universal success in learning and teaching a second language, no definitive language learning method dominates language learning classes. We have even witnessed how many students succeed, regardless of the teaching methods. In addition, we began to see the importance of individual differences in language learning. Some people seem capable of success, while others face difficulties along the way. As you can see, people differ from each other in many ways. According to Brown (2014), "styles are general characteristics of intellectual functioning that belong to you as a person and distinguish you from others. Therefore, the styles are individual" [2,111]. In their research, researchers distinguish a number of learning styles depending on individual differences. Nagavi (2005) classifies four types of classroom learning styles according to their main meaning: visual (vision), classroom (hearing), tactile or kinesthetic (experience) [3]. Different linguists explain the same types of learning styles with definitions and conduct a lot of research. Sabatova (2008) explains the concept of classroom learning styles. He notes that these styles and their functions can sometimes be flexible and can change depending on the task. Students may prefer one learning style for one task and may combine others for another task [4]. However, one or two of these acceptance styles usually prevail. By informing students about their specific learning styles, we can encourage them to understand the importance of appropriate learning styles for different subjects or subjects, and these styles can be changed according to changing language learning conditions[5]. Brown (2008) notes that most successful students use both visual and auditory effects, but a small number of preferences can somehow distinguish one student from another, which is an important factor in studying individual differences in second language acquisition [2120].

The chosen language learner is a native of Uzbekistan, who started learning English as a foreign language 6 years ago. He claimed that he started learning English at the age of 12, but it was only the basics of the English language, such as the daily greeting and time, but nothing more. Russian Russian is his native language, and he speaks and communicates in

Russian, which he learned among children of Russian nationality when he was in elementary school and kindergarten. According to her, since childhood, the Russian-speaking environment outside the house and the Uzbek-speaking environment inside the house allowed her to speak two languages. At home, the main language used by their family members is Uzbek, and his siblings and parents speak Uzbek and Russian. Russians Russian has not been considered a second or foreign language since then, because he knew Uzbek and Russian as one and the same mother tongue. He appreciated culture and languages very much. He is fluent in both Russian and his native language in any informal context and in a formal academic context. When he said to learn a foreign language, there were many difficulties, which made it seem to him that it was difficult, if not impossible, to learn a foreign language. She said she always had trouble remembering how to pronounce English words. He notes that it is still difficult for him to pronounce the words correctly. He said the second problem he faced was his ability to listen. He was surprised to see a recorded version of the listening tracks that he couldn't understand when he was listening, but it seemed too simple in his writing. He is sometimes accused of starting the process too late, which he took seriously when he was 16 years old.

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INGLIZ VA O'ZBEK TILLARIDA KAUZATIV EMOTSIONALLIKNING IFODALANISH TIPOLOGIYASI

Tursunoy Uralova

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Annotatsiya: *Ingliz va o'zbek tillarida kauzativ emotsionallikning ifodalanish tipologiyasi xaqida ma'lumotlar berilgan.*

Kalit so'zlar: *kauzativ emotsionallik, emotsiya, emotsional leksika, emotsionallik universal.*

Insoniyatning turmish tarzidagi eng muhim jarayonlardan biri bo'lib nutq muomalasi hisoblanadi. Nutq jarayonida esa shaxslar o'rtasida turli emotsional vaziyatlar, emotsional munosabatlar vujudga keladi. Emotsiyalar insonning o'y-fikri, qarashlari va harakatlariga juda katta ta'sir o'tkazadi. Shuning uchun ham emotsiyalar turli sohalarda o'rganilmoqda va tadqiq etilmoqda. Jumladan, psixologiya, lingvistikada va b.

Emotsionallikni universal hodisa deb hisoblaydiganlar ham ko'pchilikni tashkil etadi. Demak, emotsional birliklarning qiyosiy tahlili taqqoslanayotgan tillardagi so'z birliklari nafaqat ifodalanish usuli, balki o'sha tillarning lingvomadaniy xususiyatlarini ochib berishga ham xizmat qiladi. Emotsional leksikaning tipologik strukturasi ko'rilayotgan har bir tilda o'ziga xos xususiyatlarga ega ekanligi ta'kidlanadi[9]. Ingliz va o'zbek tillaridagi emotsional leksika ham o'z strukturasi va ifoda planiga ko'ra tubdan farqlanadi.

Emotsiya tadqiqotlariga bag'ishlangan ishlarda odatda emotsiyalarni ijobiy, salbiy va ba'zi tilshunoslikda yoqimli, yoqimsiz kabi oppozitsiyaga ajratgan holda tadqiq etish keng tus olgan. "Har qanday emotsiya biror belgiga ega bo'lib, pozitiv, salbiy yoki ambivalent kabi emotsional guruhlarning biriga tegishli bo'ladi"[10]. Emotsiyalarning lingvistik tasviri ushbu tilshunoslar qarashlaricha eksperienserning "yaxshi" (xursandchilik, g'urur kabi ijobiy emotsiyalarning boshidan kechirishida) yoki "yomon" (qo'rquv, g'azab, uyat holatlarida) holatlarni his etishiga asoslanishadi[11]. Jumladan, A.L.Groysman salbiy emotsiyalarni fiziologik jihatdan tasniflar ekan, u emotsiya va his-tuyg'ularni quyidagicha tasniflaydi: "qoniqish hosil qilmaslik, iztirob, g'am-g'ussa, g'azab, aziyat chekish, xafa bo'lish, qo'rquv, dahshatga tushish, rahm-shafqat, hamdardlik, afsus-nadomad, g'azab, haqoratlanish hissiyoti, nafratlanish, nafrat, sovuqchilik, hasad, hasadgo'ylik, adovat, xusumat, yovuzlik, darg'azablik, ishonchsizlik, uyat, jirkanish, afsuslanish, chidamsizlik,

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vijdon azobi, vijdonsizlik, nolish" va boshqalar[12]. Emotsionallikni yuzaga kelishini ham uch turga ajratishimiz mumkin: subyektning ichki hissiyotlari orqali hosil bo'ladigan emotsionallik, emotsional munosabat, kauzativ emotsionallik. Subyekt bilan bog'liq bo'lgan emotsionallik shaxsning hissiyotlari orqali ifodalansa, emotsional munosabat subyektning biror obyekt, voqea-hodisa orqali yuzaga keladigan emotsiyasi va, shuningdek, subyektning obyektga nisbatan yuzaga keladigan emotsiyalari tegishli bo'lsa, kauzativ emotsionallik esa shaxsning adresatni majburiy emotsional holatga kelishidagi harakati deb baholash mumkin. Tahlilimiz obyekti bo'lib keltirilgan emotsional belgilardan kauzativ emotsionallik o'rin egallagan. Kauzativ emotsionallik odatda subyektning obyektga ta'siri sifatida qaraladi. Kauzativ emotsionallik ham ta'kidlangan salbiy va ijobiy ifodalanishga ega. Salbiy kauzativ emotsionallik shaxsga yoqimsiz bo'lgan (qo'rqish, jahl chiqish va boshqalar) holatni vujudga keltiradi. Sintaktik jihatdan qaralganda kauzativlik "emotsiyaning ifodalanishida eksperienser sintaktik nuqtai nazardan obyekt sifatida qatnashadi"[13].

Ingliz tilida kauzativ emotsionalliklikni anglatadigan *to cheer up, to shame, to move* kabi fe'llar mavjud bo'lib, ular intensional va shu bilan birga adresatda emotsiyani (ham salbiy ham ijobiy) hosil qiluvchi harakatni bildirishadi. Shuningdek, intensional maqsad ma'nosiga ega bo'lmagan emotsional kauzativ *to disgust, to sadden, to anger, to irritate* kabi fe'llar guruhiga kiritish mumkin.

Xususan, ingliz tilida salbiy kauzativ emotsionallik ma'lum guruh fe'llarning o'timlilik xususiyati asosida ifodalanadi. Ushbu guruh fe'llariga *to frighten, to tease, to dread, to horrify, to shame, to scare* va boshqalarni kiritish mumkin. Kauzativ emotsional munosabat fe'llari semantik jihatdan mikromaydonni hosil qiladi va subyektning adresatga nisbatan salbiy hamda ijobiy munosabatini anglatadi. Masalan: *Stash would not permit Francesca to set the pace, but brought her with infinite skill to an orgasm so stabbing, so victorious that* **it frightened her** (J. Krantz, 25); *I think we shall stay well under that – I do not want* **to frighten Boris** (J. Krantz, 37); *"No, Tatiana, darling, don't be silly …. I* **was teasing him** *and the little one got angry"* (J. Krantz, 45); *To have done so would have insulted the Prince* (J. Krantz, 32).

Keltirilgan misollarda subyekt biror hissiyotni obyektga (obyekt sifatida shaxs nazarda tutilgan) ta'sir o'tkazish va, shuningdek, ma'lum bir tashqi ta'sir natijasida psixoemotsional holatni kechirgan obyekt kauzatsiyaga uchragan shaxs hisoblanadi. Kauzator va kauzatsiyalanuvchi o'rtasidagi kauzativ semantik ma'no mazkur fe'llarning leksik-semantik ma'nolari yordamida amalga oshadi. Misollarda ifodalangan salbiy emotsional munosabatdagi kauzativlik ma'lum nutq jarayonida yuzaga kelgan intensiya sifatida baholanadi. Kauzativ emotsional munosabat fe'llari strukturasi motiv, maqsad, obyekt, jarayon komponentlariga ega.

O'zbek tilida kauzativ emotsional munosabat fe'llarining (xususan, kauzativlik) o'z morfologik shakliy xususiyatning mavjudligini ta'kidlab o'tish lozim. Xususan, o'zbek

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