

UDC: И 37.02

**THE EFFECT OF AFFECTIVE FACTORS AND COMPENSATORY STRATEGIES ON STUDENTS PRODUCTIVE SKILLS****Mirsalixova Robiya****Mirsalikhova Robiya***Student of Uzbekistan State World Languages University*

**Annotation:** *It is universally acknowledged that journey of learning a language is the most breathtaking and simultaneously decompounded process. Given article is intended to depict and share the second language learning experience and affective factors which usually influence to oral productive skill of freshmen students, who study in Uzbekistan State World Language University.*

**Keywords:** *second language learning experience, affective factors, oral productive skill, students' attitudes, communication strategies, motivation, and confidence.*

**INTRODUCTION**

Affective factors, which refer to emotions, attitudes, and motivation, can have a significant impact on students' productive skills, such as speaking and writing. Students who are motivated to learn a language are more likely to engage in speaking and writing activities. High levels of motivation can lead to increased effort and persistence in practicing and improving productive skills. Anxiety can have a negative impact on students' speaking and writing abilities. Language learners who experience high levels of anxiety may struggle to express themselves fluently and accurately, leading to decreased productivity. Creating a supportive and low-anxiety learning environment can help students feel more comfortable and confident in using their productive skills. Students who have high self-confidence in their language abilities are more likely to take risks and engage in speaking and writing tasks. On the other hand, low self-confidence can lead to hesitation, self-doubt, and avoidance of productive activities. Building students' self-esteem and providing positive feedback can help boost their confidence and encourage them to practice their productive skills.

Affective factors play a crucial role in shaping students' attitudes, motivation, and confidence, which in turn impact their productive skills development. Teachers should be mindful of these factors and strive to create a

supportive and encouraging learning environment that promotes students' language proficiency and fluency.

### LITERATURE REVIEW

As it is known, the elements of affective factors are proved to be in a vital place in language learning environment. If we resort to previous studies, it is clear that, there are both positive and negative which contribute to progress in language learning journey.

Positive affective factors, such as motivation, self-confidence, and enjoyment, can enhance language learners' engagement and performance in speaking and writing tasks. Gardner's (1985) socio-educational model emphasizes the importance of motivation in language learning, highlighting the positive correlation between motivation and language proficiency. Students who are intrinsically motivated to learn a language are more likely to actively participate in speaking and writing activities, leading to improved productivity.

Self-confidence is another positive affective factor that can boost students' productive skills. Bandura's (1997) self-efficacy theory posits that individuals with high self-confidence in their abilities are more likely to set challenging goals and persist in the face of obstacles. Language learners with high self-confidence are more willing to take risks in speaking and writing tasks, leading to increased fluency and accuracy.

Conversely, negative affective factors, such as anxiety, low self-esteem, and negative attitudes towards the target language, can hinder students' productive skills development. Horwitz et al. (1986) identified language anxiety as a significant barrier to language learning, with anxious students experiencing difficulties in expressing themselves fluently and accurately. Low self-esteem can also undermine students' confidence in using their productive skills, leading to avoidance of speaking and writing tasks.

Attitudes towards the target language and culture can also impact students' language learning outcomes. Positive attitudes foster a sense of curiosity and openness, encouraging students to engage with speaking and writing activities. Conversely, negative attitudes can create barriers to communication and impede students' progress in developing their productive skills.

Compensatory strategies, such as self-regulation, goal-setting, and social support, play a crucial role in helping language learners cope with negative affective factors and enhance their productive skills. Zimmerman's (2000) self-regulation theory emphasizes the importance of metacognitive strategies in monitoring and controlling one's learning process. By setting specific goals and

employing effective learning strategies, students can overcome challenges related to motivation, anxiety, and self-esteem.

Social support from teachers, peers, and language learning communities can also help mitigate the impact of negative affective factors on students' productive skills. Providing a supportive and encouraging learning environment, offering constructive feedback, and fostering a sense of belonging can boost students' confidence and motivation to engage in speaking and writing tasks.

### RESEARCH QUESTION

1. What sort of elements of affective factors dominated in freshmen students (either positive or negative)?
2. Does the young students resorted to compensatory strategies, if yes, to what extend?

### RESEARCH METHODOLOGY.

Students were willing to be interviewed by me. I was fortunate, enough to have a talk with them because it gave me valuable information for my research regarding to affective factors of language learning students.

When it comes her productive skills, namely speaking, it was fairly promising. If evaluate their speaking resorting to **elements of affective factors** that **influence on speaking in second language learning** it would look in such way:

Self-esteem	Relatively adequate
Self-confidence	Relatively adequate
Anxiety	Hardly noticeable, only in tricky questions
Attitude	Positive
Empathy	In adequate level
Risk-taking	Normal
Extraversion	Fairly high

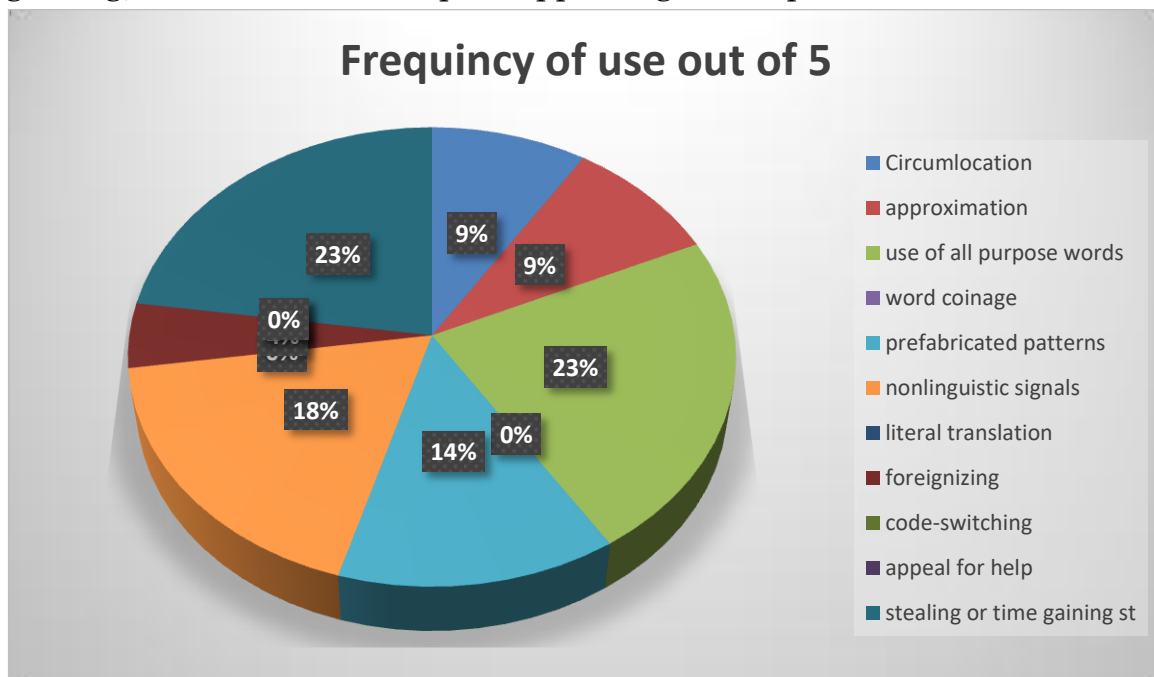
As it can be seen positive affective factors dominate over negative ones.

If we analyze the speech of majority students overall, according to pronunciation, grammar, accent, repetitions frequency, fluency, only grammar mistakes hindered the speech to be perfect. Fluency was on point, repetitions were not excessively used, and accent close to British.

If we judge according to **communication strategies 'scheme of planning how to share information'**, rarely the students applied avoidance strategies and compensatory strategies were dominated:

Mostly from compensatory strategies half of the students resorted to using all-purpose words and non-linguistic signals especially actively using gestures and stealing or gaining the time through words like well and repetitions, these sections accounted for 23% and 18 % respectively. Prefabricated words were not exception in their speech, then the freshman students applied linking words learned beforehand (such as I guess, From my perspective etc). Approximation and circumlocution were used insignificantly only words (speaking and writing instead of productive skills), (Americans instead of native speakers).

Compensatory strategies such as code-switching, word coinage, foreignizing, literal translation plus appealing for help were not used at all.



Overall, as I have noticed that students paid attention to body language as well, that is to say, applied non-verbal signals, for instance, majority of them hold an eye contact during the conversation, behaved freely and did not felt discomforted to answer to tricky questions.

As it is known aside from speaking, writing is also deemed to be a productive skill. The works of students I received were essays, letters novel reviews. As majority had IELTS and CEFR structure of essays as a task 2 required, namely introduction, two bodies and conclusion. Ideas were fairly good, persuasive and examples are provided well, it is clear while reading that students devoted to writing essay much of their time, however they had a problem as many learners “overusing of meaningless and complex words inappropriately to prove that her level is high”, I would say that it is advisable for majority of young students to write naturally without making it too complex and not confusing at the same time. Conversely, letters was concise and precise, but some key points such as sections for email and address were a bit

disorganized. When it comes to review of novel, admittedly, it was interesting to read and the students had an ability to catch the readers attentions with promising hook sentence. Drawbacks were too long needlessly complicated sentences, incorrect word choice and some minor grammar and spelling mistakes were noticed as well.

To sum up, second language learning procedure flows varies differently from person to person. Observation of freshmen students were fairly breathtaking process. I grasped that not only language devices contribute to good performance, but also normal emotional responses of students; their impact on learning quality, students' well-being (physical and mental state) and their role in socialization (peers and teachers). Aside from language devices, there are factors stemming from students' inner state, which critically influence on progress in target language. These factors are specified by the individual students like motivation, attitude, personal practice and study habits. Each of these factors is an individual element of learners' ability to acquire a foreign language but each component also interacts with another. Learning a different language is very challenging but if the learner has internal desire to learn any language, he/she can do well. It is an internal or external desire in people, which increases learners' interest to learn a different language to achieve a goal.

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