



THE PSYCHOLOGICAL FACTORS AFFECTING STUDENTS' ENGLISH
LEARNING PROCESS AMONG HIGH SCHOOL STUDENTS IN TURAKURGAN,
NAMANGAN, UZBEKISTAN.

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Abstract: *Learning English is not only about grammar and vocabulary, but also about how students feel during the learning process. Psychological factors, such as motivation, anxiety, and self-confidence can strongly influence on students' performance in the classroom. This study explores these factors among 9th–11th grade students in high schools of Turakurgan district, Namangan region. A total of 35 students participated in the study. The data were collected through questionnaires, classroom observation, and short interviews with both students and English teachers. The results show that most students are motivated to learn English, but many of them still feel nervous when speaking in front of others. It was also found that confident students participate more actively, while anxious students tend to stay silent. The study suggests that teachers should create a more supportive classroom environment where students do not feel afraid of making mistakes.*

Keywords: *english learning, motivation, anxiety, self-confidence, psychological factors*

Introduction: English has become an important subject in schools in Uzbekistan, including in Namangan region. Students start learning English from early grades, but many of them still find it difficult to use the language in real communication. In most cases, the problem is not only related to knowledge, but also to psychological factors. During English lessons, some students are active and confident, while others are shy and afraid of speaking. This difference is usually connected to motivation, anxiety, and self-confidence. These emotional factors can either support or block students' learning process. In Turakurgan schools, I noticed that even students who know grammar rules sometimes hesitate to speak. This made me interested in exploring what psychological factors influence their English learning. The aim of this study is to explore psychological factors affecting English learning among high school students in Turakurgan.

Literature Review: Recent studies show that psychological factors play an important role in learning a foreign language. Many researchers agree that motivation is one of the key elements in successful language learning. For example, Gardner (2010) explains that students who are motivated usually put more effort into learning and participate more actively in class. Another important factor is anxiety. Horwitz et al. (2011) describe language anxiety as a





feeling of nervousness that appears when students have to speak or perform in a foreign language. They note that anxious students often avoid speaking activities, even if they know the correct answers. Dörnyei (2014) emphasizes that motivation is not fixed and can change depending on classroom environment and teacher support. Similarly, MacIntyre and Gregersen (2015) highlight that students’ emotions directly influence their willingness to communicate in English. In general, most studies agree that students learn better when they feel relaxed, motivated, and confident. However, less attention has been given to how these factors work in local school contexts like Uzbekistan, especially in rural areas such as Turakurgan. Although many international studies have explored psychological factors in language learning, there is still limited research focusing on high school students in Namangan region. Most available studies are based on university students or different cultural settings.

Research Question:

- 1. What psychological factors affect students’ English learning process?**
- 2. How does motivation influence students’ English learning?**
- 3. How does anxiety affect students during English lessons?**
- 4. What is the role of self-confidence in English learning?**

Methods: This study used a quantitative approach. The participants were 35 students from grades 9–11 in high schools in Turakurgan district, Namangan region. Data were collected using three methods: questionnaires, classroom observation, and short discussions with students and English teachers. The questionnaire helped to understand students’ feelings about English learning. Classroom observation was used to see how students behave during real lessons. In addition, students and teachers shared their opinions about learning difficulties and classroom behavior. Many students said that they feel shy when speaking English because they are afraid of making mistakes. Some students mentioned that they understand grammar but cannot express themselves easily. Teachers also said that some students are capable but do not speak because they lack confidence.

Results:

The findings show that psychological factors have a clear influence on students’ English learning process. Most students said that they are interested in learning English and understand its importance for their future. Around 24 out of 35 students reported that they try to participate in class, especially when they feel encouraged by the teacher. However, anxiety is still a common problem. About 22 students mentioned that they feel nervous when speaking English in front of classmates. During observation, it was also noticed that some students avoid speaking activities and prefer to stay silent. Self-confidence also plays an important role. Confident students were more active in class discussions, while less confident students rarely volunteered answers even when they knew them. Teachers also confirmed that students who are motivated and confident usually perform better, while anxious students need more encouragement.





Discussion:

The results of this study show that psychological factors are very important in English learning. Motivation helps students stay active and interested in learning. When students see English as useful for their future, they try harder in class. On the other hand, anxiety makes learning more difficult. Many students are afraid of making mistakes, so they avoid speaking English. This may be related to the classroom culture where students are sometimes corrected too strictly. Self-confidence also affects learning behavior. Students who believe in their abilities are more willing to speak and participate, while shy students often stay silent. Overall, the findings show that students need not only good teaching methods but also emotional support in the classroom.

Conclusion:

This study investigated psychological factors affecting English learning among high school students in Turakurgan district. The results show that motivation and self-confidence help students learn better, while anxiety creates difficulties in speaking and participation. To improve English learning, teachers should create a supportive environment where students feel safe to make mistakes and practice speaking. Encouragement and positive feedback can help students become more confident and active in lessons.

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