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ANXIETY LEVELS OF STUDENTS IN THE PROCESS OF LEARNING FOREIGN LANGUAGES

Annotation

This article examines the anxiety levels of university students engaged in foreign language acquisition and the methods used to assess it. To assess anxiety levels, the Spielberger-Hanin approach was used, which includes medium and low criteria indicative of elevated anxiety; specifically, reactive anxiety is characterized by tension and anxiousness.

Key words: Anxiety, foreign language, fear, self-confidence.

XORIJY TILLARNI O‘RGANISH JARAYONIDA TALABALARDAGI XAVOTIRLIK DARAJALARI

Annotatsiya

Ushbu maqolada universitetda ta'lim olayotgan talabalarning xorijiy tillarni o'rganish jarayonida yuzaga keladigan xavotirlik darajasi va uni aniqlash jarayoni yoritib berilgan. Xavotirlik darajasini aniqlash maqsadida esa Spielberger-Xaninning "Xavotirlik darajasini aniqlash" metodikasi tanlandi va metodologiyada yuqori darajadagi xavotirni ko'rsatadigan o'rta va past standartlar mavjuddir, ya'ni reaktiv xavotirlanish keskinlik, asabiylashish bilan tavsiflanadi.

Kalit so'zlar: Tashvish, chet tili, qo'rquv, o'ziga ishonch.

УРОВЕНЬ ТРЕВОЖНОСТИ СТУДЕНТОВ В ПРОЦЕССЕ ИЗУЧЕНИЯ ИНОСТРАННЫХ ЯЗЫКОВ

Аннотация

В данной статье рассматриваются уровни тревожности студентов вузов, изучающих иностранный язык, и методы их оценки. Для оценки уровня тревожности использовался подход Spielberger-Ханина, включающий средние и низкие критерии, указывающие на повышенную тревожность; в частности, реактивная тревожность характеризуется напряжением и тревожностью.

Ключевые слова: Тревожность, иностранный язык, страх, уверенность в себе.

Introduction. Recent research examining the characteristics of foreign language acquisition have concentrated on both the cognitive aspects of learning and the emotive realm. Since 1970, research in the subject has transitioned from a concentration on the instructor to an emphasis on the student, resulting in a growing number of studies centered on the learner. Research has sought to elucidate the learner's emotional characteristics, including risk-taking, self-confidence, empathy, inhibition, belief, attitude, motivation, and anxiety, as well as their positive or detrimental impacts on foreign language acquisition. Anxiety, recognized as a variable of individual differences, is often misinterpreted, leading to uncertainty over its role in the learning process. Anxiety is a multifaceted construct that obstructs learning, characterized primarily by dread and phobia, and is seen as an adversary to be eradicated (Scovel, 2001). Spielberger (1983) characterizes anxiety as "an undesirable emotional condition that presents with tension, fear, nervousness, and activation of the nervous system." Anxiety is characterized as "a nebulous fear linked to an object" (Scovel, 1978:134). Young (1992) defines anxiety as "a complex psychological phenomenon specific to language learning." Foreign language anxiety refers to a condition of tension and trepidation associated with foreign or second language contexts, including speaking and listening, or a concern and adverse emotional response that arises throughout the process of learning or using a foreign or second language (MacIntyre, 1999). Zhang (2001) characterized anxiety as the psychological strain encountered by students during task execution in the learning process. Numerous scholars assert that anxiety significantly impedes foreign language acquisition (Krashen, 1981; Horwitz et al., 1986; MacIntyre, 1999; Young, 1986). Krashen (1981) perceives the emotional state or attitudes of the language learner as a modifiable filter that facilitates, obstructs, or halts the "input" essential for learning. It is advantageous for the learner and the class to avoid anxiety-induced enthusiasm around second language learning. The emotional filter theory posits that language learners with a low affective filter absorb more input, engage confidently, and are prepared to assimilate the material they encounter. Students who are excited or worried possess a heightened emotional filter, which obstructs acquisition or learning. Establishing a classroom climate devoid of worry significantly influences pupils.

literature review. Horwitz et al. (1986) first identified a distinct anxiety phenomenon termed "Foreign Language Anxiety" based on their research findings. Foreign language anxiety is a distinct

phenomenon arising from the peculiarities of the foreign language acquisition process, including learners' self-perception, beliefs, emotions, and actions pertinent to foreign language learning contexts. Two distinct forms of anxiety may be identified in the development of anxiety: "trait anxiety," associated with the inherent traits of the person, and "situational anxiety," linked to experiences encountered in social and physical contexts (Dörnyei, 2005). MacIntyre (1999) deemed the differentiation between situational and trait anxiety inadequate, asserting that foreign language anxiety constitutes a form of "situation-specific" anxiety, as it arises exclusively when foreign language production is necessitated, pertaining specifically to foreign language acquisition and classroom contexts.

As to Oxford (1999), students in foreign language lessons have situational anxiety when required to speak; nevertheless, this worry diminishes as their proficiency and competence in the foreign language improve. For several kids, this worry manifests as persistent and unrelenting apprehension. The persistent anxiety encountered in foreign language lessons adversely impacts performance and proficiency in the language. Horwitz, Horwitz, and Cope (1991; 30-31) characterize foreign language anxiety as a distinct phenomenon pertinent to language acquisition, asserting that it is associated with "performance evaluation in academic and social contexts." They identified three particular characteristics of foreign language anxiety: "communication anxiety," "test anxiety," and "fear of negative evaluation." Communication anxiety is the apprehension and trepidation associated with conversing with others. This is attributable to the individual's deficiency in knowledge or skill proficiency. This indicates that the individual struggles with comprehending others or being understood by them. In language lessons, students must converse with peers and the instructor in the target language; yet, some students have challenges in this regard, indicating the presence of communication anxiety (Horwitz & Young, 1991). Test anxiety refers to the apprehension of failing and the distress induced by the testing process. Speaking assessments, mainly, are the examinations when students encounter the most significant levels of test and communication anxiety. The last element of anxiety, the fear of unfavourable assessment, encompasses the apprehension of avoiding evaluative situations owing to the dread of being evaluated unfavourably or inaccurately by others. Students in foreign language classrooms typically encounter this sort of anxiety due to evaluations from both their instructors and peers (Horwitz & Young, 1991).

Purpose of the Study: This research aims to assess the foreign language anxiety levels of potential English instructors and to investigate the significant link between foreign language anxiety and independent factors, including gender, age, and grade levels.

Research methodology. The study used Spielberger-Hanin's approach, "Determining the Level of Personal and Reactive Anxiety", to assess pupils' anxiety levels.

To execute study tasks, we performed psychodiagnostic assessments, categorizing the individuals into control and Table 1.

Statistical analysis of the conformity of the Spielberger-Xanin "Reactive and Personal Anxiety Scales" methodology to a normal distribution, n=303

Scales	Min	Max	Average value	Standard deviation	Kolmogorov Smirnov Z	
					Z	p
Reactive Anxiety Scales	23	60	36,8911	8,61414	2,161	,000
Personal Anxiety Scales	23	60	37,7162	9,15206	1,517	,020

Note: **p<0.01;

The following findings were noted while analyzing the average distribution indicators of Spielberger-Xanin's "Study of Reactive and Personal Anxiety Scales" technique. The reactive anxiety state (Z=2.161; p<0.001) has a minimum score of 23, a maximum score of 60, and an average score of 36.89. Due to the nonconformity of the reactive anxiety state to the normal distribution, analysis will be conducted using non-parametric methods.

The personal anxiety state (Z=1.517; p<0.001) has a minimum score of 23, a maximum score of 60, and an average score of 37.71. The analysis of the personal state of anxiety, which does not adhere to the normal distribution, is conducted using non-parametric criteria. The study used Spielberger-Xanin's approach, "Determining Table 2.

Gender differences in Spielberger-Hanin's "Reactive and Personal Anxiety Scale Study" methodology (Mann Whitney criterion n=303)

Scales	Gender	N	Average	U	p
Reactive anxiety state	Boys	57	148,03	6693,500	,741
	Girls	246	152,29		
	Total	303			
Personal anxiety state	Boys	57	109,42	4531,500	,000***
	Girls	246	161,08		
	Total	303			

Note: ***p<0,001

Significant disparities in personal anxiety were shown (U=4531.500; p<0.001). A primary contributor to the elevated anxiety levels among female students is the imposition of specific restrictions on girls within our cultural values, such as prohibitions against walking alone at night, travelling abroad, and engaging in certain occupations. Ingrained from an early age, these constraints hinder their ability to acquire foreign language skills. May induce heightened personal anxiety throughout the learning process. In comparison to boys, irrespective of their proficiency in foreign languages, girls encounter challenges in obtaining the perspectives and approval of family members concerning studying and working abroad, resulting in heightened personal anxiety that surpasses the residual anxiety and fear from their youth—resulting in surpassing.

Conclusion. The results include significant ramifications for pedagogical practices in the classroom. Interpretation lessons include several forms of worry. The results of this research may assist educators in distinguishing Foreign Language Anxiety from other forms of anxiety. Provisions may be established to assist pupils managing Foreign Language Anxiety. For instance, educators may engage students in discussions regarding the varying speaking styles of native and non-native speakers; allow students to converse with their peers prior to prompting an individual student to respond to the teacher's inquiries or exhibit interpretation in class; modify the speaking pace of the speakers to facilitate gradual enhancement of students' listening comprehension in a foreign language; assist students in performing structured peer evaluations.

The study's findings indicate that female students experience heightened anxiety related to communication, assessment, and negative evaluation, whereas male students exhibit greater resilience to stress and increased confidence in speaking a foreign language. This communication anxiety encountered by foreign language students is felt by those without adequate communication abilities in

experimental groups. A total of 303 students comprises 160 from Khorezm, 78 from the Republic of Karakalpakstan, and 65 from Bukhara region. The respondents' age ranges from 18 to 30 years.

Analysis and results. This research used the Foreign Language Anxiety Scale to obtain quantitative data, which were then analyzed using the SPSS for Windows 14.0 software. The data collected to assess students' foreign language anxiety were examined using descriptive statistics (frequencies, percentages, averages, standard deviation).

the Level of Personal and Reactive Anxiety", to assess pupils' anxiety levels.

In the context of language acquisition, "language learning anxiety" refers to the emotions of dread, tension, or concern that individuals may have while learning or using other languages. It may occur in a wide variety of contexts. Anxiety is often detrimental to language learning because it diverts our attention away from the information that is essential to language acquisition. A moderate level of worry might motivate people to put in more effort and learn more. Anxiety interacts with several other variations when learning a language, such as aptitude, working memory, and motivation.

the target language. Test anxiety is a kind of anxiety that arises during academic assessments. The fear of unfavorable assessment pertains to the anxiety associated with being assessed by peers who fail to create a positive impression. This study's findings indicate that female students encounter challenges associated with the three characteristics outlined in the foreign language anxiety scale, struggle to manage anxiety in foreign language classrooms, and fail to use anxiety reduction measures. Nonetheless, these assessments did not diminish the inherent abilities and inclinations of female pupils in the domain of language. The elevated anxiety levels among female students should be seen as arising from their individual experiences or societal and conventional viewpoints associated with their gender and specific beliefs. The emotional aspect of learning has many components that are influential. This is a multifaceted domain that requires the simultaneous assessment and resolution of individual differences, as well as elements such as the educator, learning environment, and peers. The gender variable significantly impacted this study; however, Aida (1994), Onwuegbuzie et al. (1999), Batumlu and Erden (2007), Öner and Gediklioğlu (2007), Çubukçu (2008), Şakrak (2009), Genç (2009), Tiryaki (2012), and Aydın (2013) found in their research that gender did not influence foreign language anxiety. Conversely, several research have shown that male students exhibit more anxiety than female pupils (Kitano, 2001; Nyikos, 1990; Sertçetin, 2006; Han, 2014).

In addition, in order to reduce the tension associated with language abilities, it is strongly recommended that instructors give teaching and learning activities that are more enjoyable and pleasant for their students. It is strongly advised that the students do this since it will help them get better results in their studies, reduce the amount of worry they experience, and provide them the opportunity to do further research.

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