FOREIGN LANGUAGE ANXIETY AND ENGLISH ACHIEVEMENT: PSYCHOLOGICAL FACTORS AND PEDAGOGICAL IMPLICATIONS

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Annotatsiya. *Ushbu maqolada xorijiy tilni o‘rganish jarayonida yuzaga keladigan psixologik xavotir (Foreign Language Anxiety) hamda uning ingliz tilini o‘zlashtirish darajasiga ta’siri ilmiy-nazariy jihatdan tahlil qilingan. Xususan, kommunikativ qo‘rquv, salbiy baholanishdan xavotirlanish va imtihon stressining talabalarning til o‘rganish faoliyati, kognitiv jarayonlari, muloqot ko‘nikmalari va akademik natijalariga ta’siri yoritilgan. Shuningdek, xorijiy til xavotiri va ingliz tilini o‘zlashtirish o‘rtasidagi bog‘liqlik avvalgi ilmiy tadqiqotlar hamda meta-tahlillar natijalari asosida o‘rganilgan. Maqolada til o‘rganishdagi psixologik to‘siqlarni kamaytirish, talabalarning o‘ziga bo‘lgan ishonchini mustahkamlash va kommunikativ kompetensiyasini rivojlantirishga qaratilgan pedagogik yondashuvlar taklif etilgan. Tadqiqot natijalari ingliz tilini samarali o‘qitishda psixologik qo‘llab-quvvatlash, qulay ta’lim muhiti va kommunikativ metodlarning muhim ahamiyatga ega ekanligini asoslaydi.*

Kalit so‘zlar: *xorijiy til xavotiri, ingliz tilini o‘zlashtirish, kommunikativ qo‘rquv, psixologik omillar, akademik natijalar, o‘ziga ishonch, til o‘rganish psixologiyasi, kommunikativ kompetensiya, pedagogik yondashuvlar.*

Аннотация. *В данной статье рассматривается психолого-педагогическая природа тревожности при изучении иностранного языка (Foreign Language Anxiety) и её влияние на уровень освоения английского языка. Особое внимание уделяется коммуникативной тревожности, страху негативной оценки и экзаменационному стрессу, а также их воздействию на учебную деятельность студентов, когнитивные процессы, коммуникативные навыки и академическую успеваемость. Взаимосвязь между тревожностью при изучении иностранного языка и достижениями в освоении английского языка анализируется на основе результатов предыдущих научных исследований и метааналитических работ. Кроме того, предлагаются педагогические подходы, направленные на снижение*

психологических барьеров в процессе обучения, повышение уверенности студентов в собственных способностях и развитие коммуникативной компетенции. Обосновывается значимость психологической поддержки, благоприятной образовательной среды и коммуникативных методов обучения для повышения эффективности преподавания английского языка.

Ключевые слова: *тревожность при изучении иностранного языка, освоение английского языка, коммуникативная тревожность, психологические факторы, академическая успеваемость, уверенность в себе, психология изучения языка, коммуникативная компетенция, педагогические подходы.*

Abstract. *Foreign language anxiety is one of the significant psychological factors influencing English language learning and academic achievement. It may negatively affect learners' communication skills, cognitive processing, classroom participation, and overall language performance. This article examines the relationship between foreign language anxiety and English achievement, focusing on its psychological foundations, cognitive mechanisms, and pedagogical implications. Particular attention is given to communication apprehension, fear of negative evaluation, and test anxiety. Previous empirical studies and meta-analytical findings demonstrate a negative association between language anxiety and academic achievement [1; 10]. The article also discusses effective pedagogical strategies, including supportive classroom environments, communicative activities, constructive feedback, and learner-centered instruction. The findings emphasize that successful English language learning requires not only linguistic competence but also psychological confidence and emotional support.*

Keywords: *Foreign Language Anxiety, English Achievement, Communication Apprehension, Academic Performance, Language Learning, Self-Confidence, EFL Education.*

INTRODUCTION

English has become an essential means of international communication, scientific research, higher education, and professional development. Consequently, improving English language proficiency has become an important objective of modern educational systems. However, successful language acquisition depends not only on linguistic knowledge but also on psychological and emotional factors [3; 5].

Foreign language anxiety is considered one of the major psychological barriers affecting learners' ability to acquire and use a foreign language. It is generally associated with nervousness, fear of making mistakes, communication difficulties, and

concern about negative evaluation. Horwitz, Horwitz, and Cope conceptualized foreign language classroom anxiety as a specific psychological phenomenon associated with language-learning situations [4].

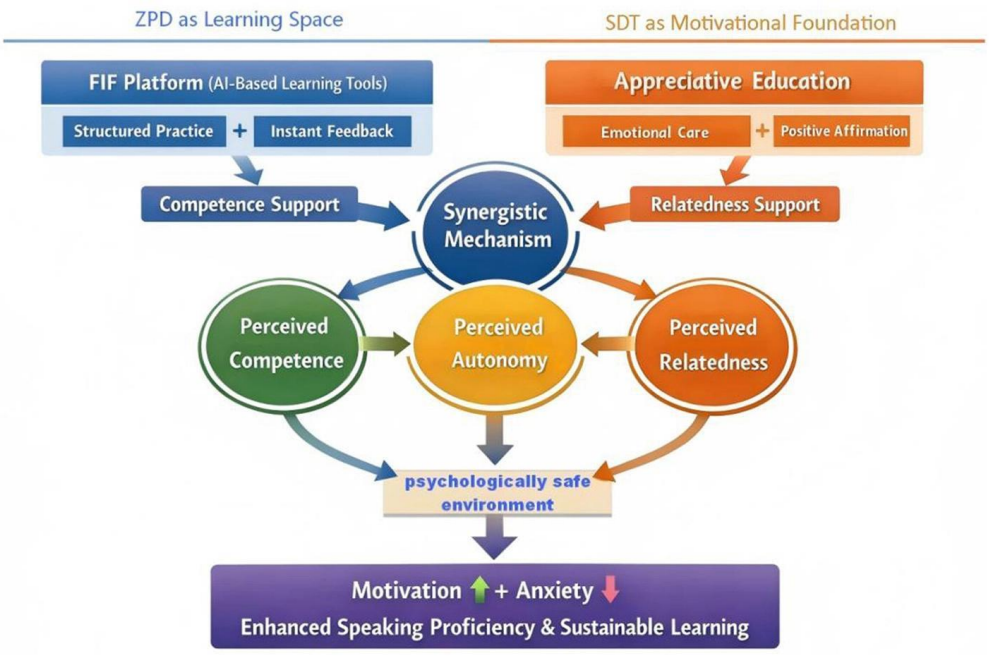


Figure 1. Conceptual Framework of the Synergistic Mechanism of AI-Based Learning and Appreciative Education in Reducing Foreign Language Anxiety and Enhancing English Speaking Proficiency.

THEORETICAL FOUNDATIONS OF FOREIGN LANGUAGE ANXIETY

According to Horwitz et al. [4], foreign language classroom anxiety consists of three major dimensions:

- **Communication apprehension:** fear and discomfort when speaking or communicating in a foreign language.
- **Fear of negative evaluation:** concern about criticism, mistakes, and other people's judgments.
- **Test anxiety:** nervousness and psychological pressure during language examinations.

These dimensions may influence students' classroom participation, confidence, and academic performance [4; 6]. Learners experiencing high anxiety may avoid speaking activities, hesitate to answer questions, and demonstrate lower willingness to communicate.

THE RELATIONSHIP BETWEEN FOREIGN LANGUAGE ANXIETY AND ENGLISH ACHIEVEMENT

Previous empirical research has consistently identified a negative association between foreign language anxiety and language achievement.

Similarly, Botes, Dewaele, and Greiff [1], examining data from 14,128 participants, identified a negative relationship between foreign language classroom anxiety and academic achievement ($r = -0.39$).

These findings indicate that students experiencing higher levels of anxiety tend, on average, to demonstrate lower language-learning outcomes. Nevertheless, correlation does not necessarily establish causation. Low achievement may also contribute to increased anxiety, suggesting that the relationship can be reciprocal. A possible mechanism is that anxiety reduces classroom participation and language practice, which may subsequently limit the development of communicative competence and academic performance [7; 8].

CONCLUSION

Foreign language anxiety is an important psychological factor associated with English language achievement. It may influence learners' cognitive processing, classroom participation, communication confidence, and ability to demonstrate their linguistic knowledge.

Previous meta-analytical studies provide substantial evidence of a negative association between foreign language anxiety and academic achievement [1; 10; 11]. Furthermore, research on cognitive processing demonstrates that anxiety may interfere with the effective reception, processing, and production of linguistic information [7; 8].

The findings highlight the importance of combining linguistic instruction with psychological support. Supportive classroom environments, communicative teaching methods, constructive feedback, and learner-centered assessment can contribute to reducing anxiety and improving students' language-learning experiences.

Ultimately, effective English language education should address not only what students know but also how confidently and comfortably they can use their knowledge in real communication.

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