



SOCIAL FACTORS INFLUENCING ENGLISH LEARNING OF UZBEK UNIVERSITY STUDENTS

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Abstract. *This study focuses on university students and teachers at Bukhara State University in Uzbekistan to examine socio-psychological factors impacting the learning of English as a foreign language. The main hypothesis is that these factors influence students' attitudes towards learning English. The research also investigates if parental factors play a role in students' attitudes. Results show demographic details of students' backgrounds and parents' occupations. The study emphasizes the importance of understanding these factors in English language education.*

Key words: *students, education, parents, occupation, language, proficiency, social status, gender*

O'ZBEKISTONLIK UNIVERSITET TALABALARINING INGLIZ TILINI O'RGANISHIGA TA'SIR ETUVCHI IJTIMOY OMILLAR

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Buxoro davlat universiteti

Annotatsiya. *Ushbu tadqiqot Buxoro davlat universiteti talabalari va o'qituvchilari uchun ingliz tilini chet tili sifatida o'rganishga ta'sir qiluvchi ijtimoiy-psixologik omillarni o'rganish uchun qaratilgan. Asosiy faraz shundan iboratki, bu omillar talabalarining ingliz tilini o'rganishga bo'lgan munosabatiga ta'sir qiladi. Tadqiqot, shuningdek, ota-onalar omillari o'quvchilarning munosabatida rol o'ynaydimi yoki yo'qligini tekshiradi. Natijalar o'quvchilarning kelib chiqishi va ota-onalarning kasblarining demografik tafsilotlarini ko'rsatadi. Tadqiqotda ingliz tilini o'qitishda ushbu omillarni tushunish muhimligi ta'kidlangan.*

Kalit so'zlar: *talabalar, ta'lim, ota-onalar, kasb, til, bilim, ijtimoiy maqom, jins*

СОЦИАЛЬНЫЕ ФАКТОРЫ, ВЛИЯЮЩИЕ НА ИЗУЧЕНИЕ АНГЛИЙСКОГО ЯЗЫКА СТУДЕНТАМИ ВУЗОВ УЗБЕКИСТАНА

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Аннотация. *Данное исследование посвящено студентам и преподавателям Бухарского государственного университета в Узбекистане с целью изучения социально-психологических факторов, влияющих на изучение английского языка как иностранного. Основная гипотеза заключается в том, что эти факторы влияют на отношение студентов к изучению английского языка. В исследовании также изучается, играют ли родительские факторы роль в отношении учащихся. Результаты показывают демографические данные о происхождении учащихся и профессиях родителей. В исследовании подчеркивается важность понимания этих факторов в обучении английскому языку.*

Ключевые слова: *учащиеся, образование, родители, профессия, язык, владение языком, социальный статус, пол.*

Introduction.

The purpose of this study is to examine the attitudes of Uzbek students studying English at the university level as a foreign language. The primary goal is to respond to the following query: "What motivations drive Uzbek university students to learn English as a foreign language and what are their attitudes toward it?" The development of such motivations and attitudes is influenced by a multitude of factors. The learner, the teaching/learning scenario, and the environmental context of the process are the three domains into which these elements can be divided. The learner's age, sex, intelligence, interest, personality, and parental and social background are all included in the first domain. The teacher, syllabus, curriculum, course, materials, and methods are all included in the second. The third domain covers the situation involving the second or foreign language, the value of the first language, the conditions of the university, and the home environment. It is thought that the elements shown in the above figure shape the attitudes and motivation of university-level students in Uzbekistan, which in turn shapes their success in language acquisition. These elements make up the variables that this study will examine.

Being able to speak and understand a foreign language has become a highly valued quality in educated people. Acquiring proficiency in a foreign language has emerged as a widely accepted and crucial strategy for elevating oneself in both social and professional contexts. It is widely accepted that teaching languages should advance students' general education as well as their understanding of various cultures and civilizations. It is believed that studying a foreign language has two main benefits: internal and extrinsic. The former entails applying the language in real-world situations. In this situation, students may wish to acquire a foreign language through reading books and articles in that language, visiting a nation where the target language is spoken, applying for jobs where proficiency in the language is required, or for more immediate goals like fulfilling college entrance or graduation requirements in foreign languages. An analogous phrase that is employed from the viewpoint of the students is "instrumental orientation." The value of studying the language itself is referred to as its intrinsic value.

Literature Review.

Since the appearance of Gardner and Lambert's sociopsychological theory of second language learning, according to which attitudes and motivation are linked to success in second language learning, regardless of intelligence and / or the ability to learn a language, has carried out several studies to verify the validity. Studies have been conducted in different cultures and contexts, such as the United States (Maine, Louisiana and Connecticut), Canada (Quebec and Ontario) and the Philippines, and in different ethnic groups, e.g. Spanish, Chinese, Japanese and Mexican United States, French and English speaking Canadians and Filipino students. Some of the earliest research has focused on studying the relationship between language skills and motivation to learn a foreign language (Gardner et al 1974). Most research has been devoted to studying the relationship between attitudinal/motivational variables and achievement in a second language (Oller and Associates Research Group). Some have focused on one attitudinal variable and others on several, such as self-attitude, mother tongue group, target language and/or target language groups.

However, studies focused on very different situations have shown that the instrumental value of the second language varies from one context to another, such as the opportunity for real interaction with members of the linguistic community. For example, a bilingual city like Montreal provides circumstances in which an English-speaking individual can profitably use French for its instrumental and integrative value. On the other hand, a predominantly English-speaking city like London, in Canada or Ontario, does not offer the same opportunities. These different contexts revealed differences in the relative effects of instrumental and integrative orientations on second language performance.

Methodology.

The subjects of this study are university students and teachers. For convenience, the term "subject" is used for students and "respondents" for teachers.

The main purpose of this study is to examine some socio-psychological factors that influence the learning of English as a foreign language in the Uzbek context, specifically in one university: Bukhara State University. This was chosen because in a Foreign Philology faculty they use English as the language of instruction for all courses except general courses. Thus, English plays a specific role in the academic life of students, different from the one they would have if they learned it only as a "language". The main hypothesis is that socio-psychological factors affect students' attitudes towards learning English. The general question to be answered then is: "Which social and psychological factors influence students' attitude and motivation towards learning English and how much do these influence the level of success?" ". The research study also aims to answer the following question: Do parental factors affect students' attitudes towards learning English?

There are different variables in the three groups of materials used to achieve the objective of this research: questionnaires, one for students and one for teachers, and the English proficiency test. The focus is on the students' questionnaire because it should reveal more about the students' attitudinal variables that are believed to influence the teaching of English at the university level in Uzbekistan. These attitudinal factors derive from socio-psychological aspects, originating from (a) the immediate environment of the students since childhood, or (b) the social orientation of the country.

Results.

More than hundred Uzbek students enrolled as full-time students at this faculty in Bukhara Most are Uzbeks (97%); six are Russian. Female students represent 43% of the total subjects and males 2.57%. Their age ranged from 18 to 24 years with a modal value of 19. Most of the subjects' fathers are professionals (78%). This can be explained by the fact that not all graduates enter university; only those who show certain characteristics related to economic level and social status, for example, enroll in universities for higher education. Fourteen percent of the students' fathers have a qualified job and 7 percent have no qualifications. Although this information was reported by students and therefore may be subject to personal bias, it seems entirely reasonable, especially since the pilot study showed that the subjects were willing to report the occupation of their relatives instead of their social stigma. Regarding mothers' occupation, 72% said their mothers were housewives, 23% were in professional occupations, 4% were skilled and 28% were unskilled (Table 1.a.)

Table 1.

a. Parents' occupation

	Fathers	Mothers
Professional	128	37
Skilled	23	6
Unskilled	12	3
Unemployed	1	118

b. Parents' education

	Fathers	Mothers
University	66	57
College	10	20
Secondary school	24	23
None	-	-

Most of the fathers of the subjects reached university level (66%), college (secondary specialized education) level 10%, secondary level 24%, and none of the subjects stated that their father was not educated. Regarding the education of the mothers, 57 percent said that

their mother had reached the university level, 20 the college (secondary specialized education) level, 23 percent the high school level; no one said that their mother was not educated (Table 1.b.)

Discussions.

Several data analyses were used to interpret and present the results of this study. The Statistical Package for the Social Sciences (SPSS), a flexible and comprehensive software package, was used to analyze the data. For the student and teacher questionnaires, responses to nominal and ordinal items were converted and presented as frequency distributions and percentages. The data for the semantic differential type questions were first analyzed using root mean square and standard deviation, and then factor analyzed. Other techniques were used to test the relationship between the various factors.

Students tend to rate their father's Russian ability as high rather than low (46% vs. 35%), but rate their own Uzbek ability as lower (40%). However, they tend to rate the mother's knowledge of English and Russian as low. This can be explained by the generally lower level of education achieved by women compared to men in a certain period around the middle of the century in Uzbekistan. As for the proficiency ratings in any other foreign language for fathers and mothers, they tend to be high, most likely because the parent is of that nationality and speaks that specific language.

	Foreign language	High	Mid	Low	None at all
Father	English	37,8	20,7	39,1	2,4
	Russian	45,3	18,3	35,4	0,6
Mother	English	31,6	20,7	45,7	1,8
	Russian	33,6	19,5	44,8	2,4

Conclusion.

It is obvious by presently that many variables are included within the teaching/learning of English as a remote dialect. A few are related to the learners' demeanors and environment, a few to the instructors, and others to the common instructive setting. Managing with these factors as subsections of three wide categories would encourage drawing conclusions and making recommendations for the commonsense teaching/learning of English. With reference to the social mental variables accepted to impact moment dialect learning proposed in chapter two, the taking after focuses are made agreeing to the three regions significant to the observational work of this inquire about ponder: social variables, parental impact and components influencing and inspiration. Parents' capability in outside dialects in common and English in specific as detailed by the subjects was rather tall, and their support to their children within the dialect courses as normal tending towards positive. This additionally the reality that about 19% of the subjects detailed they utilize an outside dialect at domestic may be a great sign of parental arrangement of 'pleasant' demeanors towards remote dialects. It was found that in case a remote dialect is utilized at domestic, it emphatically impacts each of demeanors towards English talking individuals and towards learning English, and that the specific dialect utilized at domestic, in this case English, moreover influences states of mind towards English talking individuals.

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