

## EMOTION AND COGNITION IN LANGUAGE LEARNING

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**Annotation:** *The article discusses the importance of emotion and cognition in language learning. Factors that affect language learners' learning are analyzed.*

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In language learning, emotion and cognition refer to the interaction between emotions and cognitive processes in learning a new language. Emotions play an important role in language learning because they can influence motivation, interest, and learning ability.

Research shows that positive emotions such as joy and excitement can facilitate language learning, while negative emotions such as fear or frustration can make the learning process more difficult. In addition, emotions can also affect memory and attention, which affect cognitive processes in language learning.

Cognitive processes such as attention, memory, problem-solving, and language processing are also crucial for language learning. The interaction of these cognitive processes with emotions can affect how effectively someone learns a new language.

Overall, research shows that a holistic view of emotions and cognitive processes in language learning is important for developing effective teaching methods and learning strategies.

As a teacher, you cannot simply force or prescribe a foreign language to a student like a medicine. Rather, students themselves should make a significant contribution to language learning. Their attitude to lessons, motivation, and learning strategies are important factors that affect educational success.

In the process of language learning, special attention should be paid to the following factors that affect language learners' learning:

- age of the language learner;
- emotions, such as fear;
- interest;
- motivation;
- individual learning style;
- flexibility in learning.

We will discuss them in more detail below.

Since we have already discussed how language learners' age affects the learning process in the previous topic, we will start with thoughts on how fear affects language learning.

#### Fear

While our language learners enjoy learning during lessons, they experience fear when taking a test or other exam. Sometimes, language learners feel intimidated by the teacher's strictness and even tremble while answering.

The most common fear in the process of language learning is the fear of the exam. Its presence in the teaching and learning process should be understood as a natural phenomenon. In this case, it should be added that the language learner may be afraid of not being able to communicate, not being able to give the right answer. In addition, fear may also depend on the grade given and how the language learner's relatives will react to it.

Fear in many cases negatively affects the language learning process. As a result of fear, the language learner cannot effectively use the acquired knowledge. As a result, interest in learning the language decreases. Language learners who are dominated by a feeling of fear usually avoid constructing complex sentences, usually they prefer to limit themselves to only short answers. Some may even avoid answering at all.

#### Interest

Language learners' interest in learning a foreign language leads to high learning efficiency. Interest in language learning is especially high in young children, young people, and adolescents. Many factors can influence the awakening of interest in language learning. For example, family environment, friends, and trips abroad.

Maintaining the interest of language learners during the lesson largely depends on the skill of the teacher. To do this, the teacher should try to present the learning materials in a variety of ways. For example, the use of video materials, short films, songs, action games, role-playing games is effective. Establishing communication with native speakers outside of class can also interest language learners in learning the language better.

#### Motivation

If language learners are highly motivated, they will learn faster and better. The factor that has the strongest impact on learning effectiveness is motivation. In general, motivation is not a requirement for achieving learning effectiveness, but can also be its result. For example, if a language learner feels confident when communicating freely with his German friend, his motivation to learn the language will increase even more. Based on this, it can be said that learning effectiveness and motivation are closely related.

When we think of a highly motivated language learner, we probably have the same image in mind. The basis of motivation is motives. Motives serve as a driving force to move towards a certain goal. If the teacher knows well what the main goal of language learners is in learning this language, it will be easier to increase their motivation to learn a language.

Tasks should be designed in such a way that the language learner does not get bored while solving them. In many cases, language learners feel a strong sense of satisfaction when they complete complex tasks correctly. This, in turn, increases their motivation.

It is important to note that a foreign language teacher should not assure language learners that they will master the language perfectly in a short period of time, for example, in six

months. If the teacher assures them that they will master the language perfectly in the specified period, this can lead to a sharp decrease in their motivation. Instead, it is possible to offer thematic, achievable learning outcomes within a certain period of time and inspire them to continue learning the language through this acquired knowledge.

### Ability

There are language learners who easily and effortlessly learn things that other language learners learn with great difficulty and effort. We often say that they have the ability to learn a language. In foreign language methodology, this is explained by the concept of language learning ability.

In everyday language, when we say ability, we mean a person's unique, unique genetic abilities to learn a language well and quickly. However, we do not mean to imply that other language learners are incapable of learning a language. This is because each person can have different levels of ability in different areas. It is natural that a person who has learned a language quickly and easily may have difficulty performing mathematical operations or not understand chemical reactions, or vice versa. T.Shlak notes that this ability can be formed and supported through regular work during the lesson.

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