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AMALIY KONFERENSIYASI**

**YANGI DAVR ILM-  
FANI: INSON UCHUN  
INNOVATSION G'OYA  
VA YECHIMLAR**

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**Annotatsiya**

Mazkur to'plamda "Yangi davr ilm-fani: inson uchun innovatsion g'oya va yechimlar" mavzusidagi XIX Respublika ilmiy-amaliy konferensiyasi materiallari jamlangan. Nashrda respublikaning turli oliy ta'lim muassasalari, ilmiy markazlari va amaliyotchi mutaxassislari tomonidan tayyorlangan maqolalar o'rin olgan bo'lib, ular ijtimoiy-gumanitar, tabiiy, texnik va yuridik fanlarning dolzarb muammolari va ularning innovatsion yechimlariga bag'ishlangan.

Ushbu nashr ilmiy izlanuvchilar, oliy ta'lim o'qituvchilari, doktorantlar va soha mutaxassislari uchun foydali qo'llanma bo'lib xizmat qiladi.

**Kalit so'zlar:** ilmiy-amaliy konferensiya, innovatsion yondashuv, zamonaviy fan, fanlararo integratsiya, ilmiy-tadqiqot, nazariya va amaliyot, ilmiy hamkorlik.

**Barcha huquqlar himoyalangan.**

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## THE ROLE OF SELF-ESTEEM IN LANGUAGE LEARNING

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**Annotation.** This paper reviews existing research on the role of self-esteem in second-language learning. It focuses particularly on the relationship between different levels of self-esteem and learners' performance in language-learning contexts. The paper examines the distinction between global, situational, and task-based self-esteem and considers their potential influence on language performance, particularly oral production. It also discusses the implications of existing research for language teachers and considers whether greater attention to learners' self-esteem may contribute to more successful language learning.

**Key words:** self-esteem, global self-esteem, situational self-esteem, task-based self-esteem, affective factors, oral production, second-language learning.

## TIL O'RGANISHDA O'ZINI O'ZI BAHOLASHNING ROLI

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**Annotatsiya** Ushbu maqolada ikkinchi tilni o'rganishda o'zini o'zi baholashning roliga oid mavjud ilmiy tadqiqotlar tahlil qilinadi. Unda, ayniqsa, o'zini o'zi baholashning turli darajalari bilan til o'rganuvchilarning til o'rganish jarayonidagi natijalari o'rtasidagi bog'liqlikka alohida e'tibor qaratiladi. Maqolada o'zini o'zi umumiy baholash, muayyan vaziyatga xos o'zini o'zi baholash hamda muayyan topshiriq doirasida o'zini o'zi baholash tushunchalari o'rtasidagi farqlar ko'rib chiqiladi va ularning til ko'nikmalariga, xususan, og'zaki nutq faoliyatiga ta'siri yoritiladi. Shuningdek, mavjud tadqiqotlarning til o'qituvchilari faoliyati uchun ahamiyati muhokama qilinib, ta'lim oluvchilarning o'zini o'zi baholashiga ko'proq e'tibor qaratish til o'rganish samaradorligini oshirishga xizmat qilishi mumkinligi ko'rib chiqiladi.

**Kalit so'zlar:** o'zini o'zi baholash, umumiy o'zini o'zi baholash, vaziyatga xos o'zini o'zi baholash, topshiriqqa xos o'zini o'zi baholash, affektiv omillar, og'zaki nutq faoliyati, ikkinchi tilni o'rganish.

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### Introduction

This paper reviews existing studies examining the influence of self-esteem on second-language acquisition and considers the extent to which teachers should pay attention to the development of learners' self-esteem. Since language learning involves not only cognitive and linguistic processes but also affective factors, learners' perceptions of their own abilities may influence their willingness to participate in classroom activities and their overall language performance.

Coopersmith (1967, p. 4) defines self-esteem as "a personal judgment of worthiness that is expressed in the attitudes [an] individual holds towards himself." From this perspective, self-esteem refers to the way individuals evaluate their own value and abilities. In the context of language learning, such evaluations may affect learners' confidence and willingness to engage in communicative activities.

According to Brown (2000), self-esteem can be understood at three different levels: global, situational, and task-based. Global self-esteem refers to an individual's general evaluation of themselves and tends to remain relatively stable over time. Although global self-

esteem may have some relevance to learning, Brown suggests that more specific forms of self-esteem are particularly important in educational contexts.

The second type is situational self-esteem, which is associated with an individual's perception of their ability in a particular situation or context. In language learning, this may involve a learner's confidence in their ability to communicate in a foreign language. Learners who have a more positive perception of their abilities in particular language-learning situations may be more willing to participate in communicative activities.

The third type is task-based self-esteem, which is associated with an individual's evaluation of their ability to perform a particular task. In a language classroom, this may involve learners' perceptions of their ability to complete specific speaking, writing, reading, or listening activities successfully. Consequently, task-based self-esteem may be particularly relevant to performance in specific language-learning tasks.

Heyde (1979), in her study of the relationship between self-esteem and second-language oral production, examined learners of French and investigated the relationship between different levels of self-esteem and their performance in the target language. Her findings suggested that all three levels of self-esteem were positively associated with foreign-language learning. In particular, task-based self-esteem appeared to be especially relevant to performance in speaking activities. This finding suggests that learners' perceptions of their ability to perform specific language tasks may have an important relationship with their actual performance.

The relationship between affective factors and learning strategies can also be considered in relation to the work of Watkins, Biggs, and Regmi (1991). Their study, which examined 495 students from Hong Kong and 506 students from Nepal, found differences between more and less motivated learners in their approaches to learning. Less motivated students tended to rely more heavily on surface-level approaches, which focused primarily on the details of learning materials. In contrast, more motivated students were more likely to employ structured learning strategies and approaches associated with deeper engagement with the learning process. The researchers also acknowledged the potential influence of cultural factors on students' approaches to learning.

Although motivation and self-esteem are distinct psychological constructs, the findings of such studies are relevant to the broader discussion of affective factors in language learning. Learners' perceptions of their own abilities, motivation, and approaches to learning may interact with one another and influence their engagement with the learning process.

### **Conclusion**

The existing literature does not support the conclusion that self-esteem is the single or primary factor determining success in language learning. Rather, it appears to be one of several affective factors that may influence learners' engagement and performance. In particular, situational and task-based self-esteem may be relevant to learners' willingness and ability to participate in specific language-learning activities, including oral communication.

For language teachers, these findings suggest that attention should be given not only to the development of learners' linguistic competence but also to the affective conditions in which learning takes place. Providing supportive feedback, creating opportunities for successful participation, and encouraging learners to engage in communicative activities may contribute to a more positive perception of their own abilities. At the same time, the relationship between

self-esteem and language proficiency may be reciprocal: increased proficiency may strengthen learners' self-esteem, while greater self-esteem may encourage learners to participate more actively in language-learning activities. Further research is therefore needed to clarify the complex relationship between self-esteem, language performance, motivation, and other affective factors in second-language acquisition.

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