



WHY ARE ADULTS DISCOURAGED FROM LEARNING A NEW LANGUAGE?

Chirchiq Davlat Pedagogika

Universiteti 3-kurs talabasi

Abduazizova Jasmina Otabekovna

jabduazizova4@gmail.com +99897 405 57 00

Ilmiy rahbar : Ne'matova Madina Baxtiyor qizi

madinanormurodova1116@gmail.com

Annotation. This article reveals that, language acquisition has long been topic of interest in the fields of linguistics, psychology, and education. While childhood is often regarded as the optimal period for language learning due to neuroplasticity and immersion opportunities, adults frequently encounter various psychological, cognitive, and social challenges that impede their progress. Despite increasing globalization and the professional benefits associated with multilingualism, many adults remain reluctant or discouraged to engage in language learning. This study aims to identify and analyze the key factors that contribute to adults' discouragement, focusing on cognitive limitations, affective variables, and socio-cultural perceptions.

Аннотация. В данной статье показано, что изучение языка давно является предметом интереса в области лингвистики, психологии и образования. Хотя детство часто считается оптимальным периодом для изучения языка благодаря нейропластичности и возможностям погружения, взрослые часто сталкиваются с различными психологическими, когнитивными и социальными проблемами, которые препятствуют их прогрессу.



Annotatsiya. Ushbu maqola tilni o'zlashtirish uzoq vaqtdan beri davom etganligini ko'rsatadi tilshunoslik, psixologiya va ta'lim sohalarida qiziqish mavzusi. Vaholanki tufayli bolalik ko'pincha til o'rganish uchun optimal davr sifatida qabul qilinadi neyroplastiklik va suvgaga cho'mish imkoniyatlari, kattalar tez-tez turli xil duch keladi ularning rivojlanishiga to'sqinlik qiladigan psixologik, kognitiv va ijtimoiy muammolar. Globallashuv ortib borayotganiga va u bilan bog'liq professional imtiyozlarga qaramasdan ko'p tillilik, ko'plab kattalar shug'ullanishni istamaydilar yoki tushkunlikka tushishadi til o'rganish. Ushbu tadqiqot asosiy omillarni aniqlash va tahlil qilishga qaratilgan kattalarning tushkunligiga hissa qo'shish, kognitiv cheklovlarga e'tibor qaratish, ta'sirchan o'zgaruvchilar va ijtimoiy-madaniy in'ikosdir.

Key words: adult language learning, language acquisition, motivation in language learning, cognitive barriers, affective factors, psychological obstacles, language learning anxiety, age-related challenges, socio-cultural perceptions, adult education, learning motivation.

In today's worldwide environment, acquiring a new tongue is quite beneficial, but numerous grown-ups hold back from beginning. Several factors account for this.

Primarily, grown-ups often lack sufficient spare time. Employment, household, and routine duties render it hard to devote even a couple of hours daily studying a new language. Due to this, many surmise, "I shall not triumph regardless," and they steer clear of commencing.



Next, many adults feel they absorb knowledge more slowly than youngsters. This is not entirely accurate, yet the notion itself forms an obstacle. Desiring to converse flawlessly and fearing errors can likewise impede the study progress.

Moreover, certain individuals feel mastering a language is costly. They might possess an inaccurate view of language classes, manuals, or digital services, which causes them to feel disheartened.

Nevertheless, adults can gain proficiency in a new language effectively. The crucial element involves taking minor strides, maintaining regularity, and preserving an optimistic outlook. Comprehending a new vernacular certainly broadens understanding, but also aids in grasping diverse societies, locating superior career prospects, and sustaining mental agility.

The study employed a mixed-methods approach, combining quantitative survey data with qualitative interviews. Fifty adult participants aged between twenty two and fifty five were selected from community language centers and online learning platforms. A structured questionnaire measured motivational levels, perceived difficulty, and time availability. Semi-structured interviews further explored participants' attitudes, emotional experiences, and external influences affecting their learning motivation. The collected data were analyzed using thematic coding to identify recurring patterns and correlations.

The analysis yielded three predominant categories of discouraging factors: cognitive constraints, affective challenges, and socio-environmental influences.

Cognitive Constraints: Participants frequently reported difficulties with memory retention, pronunciation, and grammatical accuracy. Many perceived language learning as cognitively demanding, attributing their struggles to age



related decline in neuroplasticity.

Affective Challenges: Fear of failure and low self-confidence emerged as major psychological barriers. Adults often compared themselves unfavorably with younger learners, leading to performance anxiety and reduced motivation.

Socio-environmental Influences: External factors such as limited time, family and professional responsibilities, and lack of supportive learning environments significantly hindered consistent engagement. Additionally, societal beliefs that language learning is “for the young” reinforced negative self-perceptions. The findings confirm that adults’ discouragement in language learning is multifaceted rather than purely biological. While cognitive aging may affect certain aspects of language acquisition, psychological and social variables play a more decisive role. The internalization of age-related stereotypes and fear of public error exacerbate anxiety and diminish persistence. Educational institutions and policy makers should therefore prioritize the development of age-sensitive pedagogical frameworks that promote motivation, confidence, and flexibility. Incorporating personalized learning schedules, communicative teaching methods, and peer support systems may significantly enhance adults’ learning outcomes.

Frequent causes adults lose motivation:

Time and stamina limitations: Grown-ups face conflicting calls on their schedule, like employment and household. Acquiring a tongue necessitates a substantial, steady time investment that can be tricky to maintain, particularly when studying when weary.

Mental and relational elements:

Perceiving themselves as young: Adults might feel awkward or ashamed of



making fundamental errors in a fresh vocabulary, a sensation they avoid as youngsters.

Worry about errors: An apprehension of sounding silly or wrong can render adults reluctant to rehearse speaking, a vital part of gaining knowledge.

Lofty standards: Adults commonly hold elevated hopes for advancement and might become disheartened when immediate outcomes aren't apparent, as achieving fluency in a new language demands many years of steady endeavor.

To conclude, adults are not inherently incapable of acquiring new languages; rather, their discouragement stems from complex interactions among cognitive, affective, and social factors. Addressing these barriers requires a holistic approach that redefines adult language learning as a lifelong cognitive and cultural endeavor. Future research should explore intervention strategies that foster resilience and intrinsic motivation among adult learners across diverse linguistic and cultural contexts.

References:

1. Gabryś-Barker and D. Gałajda (eds.), Positive Psychology Perspectives on Foreign Language Learning and Teaching, Second Language Learning 2003: 54 p.
2. <https://www.verbalplanet.com/blog/challenges-of-learning-a-foreign-language-as-an-adult.asp#:~:text=Fixed%20Language%20Patterns%3A%20Adults%20tend,new%20grammatical%20structures%20and%20vocabulary>
3. <https://www.quora.com/What-are-some-reasons-why-adults-might-have-difficulty-learning-a-foreign-language-Does-this-change-with-time-or-practice>
4. Teresa Włosowics „Positive psychology perspectives on foreign language learning and teaching” pp 267-285.