"STUDENTS' PSYCHOLOGICAL READINESS FOR LANGUAGE LEARNING AND ITS IMPACT"

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ANNOTATION This article explores students' psychological readiness for learning a foreign language, the factors influencing its formation, and its impact on the overall learning process. The study scientifically examines how learners' motivation, emotional state, self-confidence, communicative activity, and individual psychological characteristics affect the effectiveness of language acquisition. The role of the teacher in developing psychological readiness, the importance of interactive methods, communicative approaches, and learner-centered instruction are also analyzed. By combining theoretical perspectives with practical recommendations, the article demonstrates that psychological factors have a direct and significant influence on learners' success in foreign language learning.

Key words. psychological readiness, motivation, emotional state, self-confidence, communicative competence, language learning process, learner activity, interactive methods, learner-centered education

Introduction. In the current era of globalization and technological advancement, the importance of the English language in international communication, science, technology, business, and education is steadily increasing. Especially for students studying in technical colleges and vocational education institutions, English is not only one of the general education subjects, but also a crucial competency necessary for their future professional activity. Considering that most scientific literature, instructions, technical documentation, and international standards in technical fields are written in English, mastering the language thoroughly becomes a vital requirement for students in this direction.

The process of learning a language depends on many factors, one of which is the learners' psychological readiness. Research shows that a student's emotional state, self-assessment, attitude toward the learning process, and sense of comfort during lessons directly influence the outcomes of language acquisition. In particular, scholars such as Gardner (1985) and Dörnyei (2001) emphasize that psychological factors—motivation, affective condition, self-confidence, and external support—play a central role in the formation of language competence. One of the main challenges observed among young learners studying English is the presence of psychological barriers. For

example, students often become passive in class due to fear of making mistakes, inability to speak in front of others, low self-esteem, perceiving the language as a difficult subject, or lack of motivation. These factors negatively affect the development of their speaking skills, grammatical competence, and communicative ability.

Modern approaches to language teaching indicate that a teacher's responsibility is not limited to providing knowledge, but also includes developing students' psychological readiness, strengthening their self-confidence, encouraging independent learning, and creating a positive learning environment. At the same time, methods such as communicative approach, task-based learning, project-based learning, and CLIL require psychological support as an essential component.

The psychology of students in vocational and technical education differs naturally from that of learners in general education institutions. Young people in technical fields are usually practice-oriented and quick learners, yet they may encounter more psychological barriers regarding language subjects. Therefore, preparing them psychologically for learning English, fostering their interest, and connecting lessons to their professional fields are necessary. From this perspective, conducting scientific research on learners' psychological readiness for language learning and developing strategies to enhance it is of great importance. This article discusses the essence of psychological readiness, its key components, influencing factors, and effective methods for cultivating it among students.

Research Methodology and Results

Theoretical Foundations of Psychological Readiness in Language Learning.

Psychological readiness refers to a learner's mental, emotional, motivational, and intellectual preparedness for the process of acquiring a new language. It is a multi-component concept closely linked to the learner's individual psychological characteristics, self-evaluation, attitude toward learning, and external factors. Leading scholars in the field of language learning psychology (Gardner, Dörnyei, Krashen, Brown) divide psychological readiness into the following components: Motivational readiness, affective state (emotional readiness),Cognitive readiness, self-confidence, Social readiness (adaptation to communicative environments). Each factor has an independent role in language acquisition, yet together they create the foundation for effective learning.

Motivation is recognized as the "driving force" in language learning. When a learner clearly understands why they are studying the language, their learning becomes more stable and effective.

Types of motivation:

1. Intrinsic motivation.Interest in learning the language, Desire to expand one's knowledge. Curiosity about new cultures

2. Extrinsic motivation Passing examinations successfully, Better job opportunities

Necessity to understand professional documentation (especially important in technical fields), Pressure from teachers or parents Impact of motivation: Studies show that highly motivated learners: acquire new vocabulary faster, are more active in speaking, learn complex grammar with fewer difficulties, continue studying independently outside the classroom. Learners with low motivation, however, often become passive, perceive English as a "difficult subject," and complete most tasks mechanically.

The Role of Self-Confidence and the Affective Filter. According to S. Krashen, a learner's emotional state and inner fears directly affect their ability to acquire a language. This phenomenon is known as the *affective filter*. Factors that raise the affective filter: Fear of making mistakes Shyness when speaking in front of others Pressure from teachers or peers. Negative thoughts such as "I can't learn English" Factors that lower the affective filter: Supportive teacher behavior Positive/constructive attitude toward mistakes. Engaging and interactive lessons. Learners with high self-confidence do not fear grammatical or pronunciation errors; for them, language learning is a natural process. In contrast, learners with low self-confidence hesitate even when forming simple sentences.

The Influence of Social Environment and Classroom Atmosphere. The success of language learning greatly depends on the environment in which instruction takes place. Characteristics of a positive classroom atmosphere: Friendly teacher attitude Mutual respect among students. Use of interactive teaching techniques Collaborative learning (pair work, group work) Freedom to express opinions Characteristics of a negative environment: Teacher's harsh or unfriendly attitude Lessons based only on theory Only strong students participating actively. Students mocking each other's mistakes Such negative conditions increase psychological barriers and reduce interest in learning a language.

Cognitive Readiness and Its Features in Learning

Cognitive readiness is related to the learner's mental processes such as:

• attention,
• memory,
• logical reasoning,
• analytical thinking,
• quick processing of information.

In language learning, working memory and sustained attention are especially important. Vocabulary acquisition, grammar comprehension, and retention all rely heavily on cognitive readiness.

Technical college students usually possess technical thinking and quickly grasp practical tasks. Therefore, for these learners, English should be taught through:

• technical examples,
• graphics, diagrams, and illustrations,
• professional/technical vocabulary.

This makes the cognitive process more effective and meaningful for them.

Methods That Enhance Psychological Readiness. Encouraging students to speak more, engage in free communication, and complete real-life based tasks. Gamification Using game elements such as: point scoring,competitions,role-plays, speaking challenges which significantly increase motivation. Highly effective for technical students: describing diagrams, technical texts, charts, or technological processes in English boosts confidence and bridges learning with their profession. increase learner engagement and interest.

Positive approach to mistakes. Teachers should treat mistakes as learning opportunities rather than reasons for punishment. Creating a supportive communication environment
A supportive classroom atmosphere allows learners to express ideas freely and reduces psychological pressure.

Psychological Characteristics Specific to Technical College Students Students in technical fields typically: are oriented toward practical tasks, process visual information quickly, show interest in technical terminology, are used to working in teams. Therefore, teaching English through practical, profession-related examples enhances their psychological readiness and increases their interest in the subject.

Conclusion and Recommendations. Psychological readiness of learners to study a foreign language is considered one of the decisive factors in the process of acquiring a new language. Research shows that psychological factors directly influence almost all stages of language learning — from generating motivation to processing new knowledge, reinforcing it, and applying it in communicative practice. Strong intrinsic motivation, a positive emotional state, self-confidence, communicative activity, and compatibility with teaching methods significantly increase the effectiveness of language acquisition.

Learners with high psychological readiness acquire a foreign language more naturally: they are not afraid of difficult tasks, perceive mistakes as a normal and necessary part of the learning process, show strong inclination toward independent inquiry, and actively participate in communicative situations. Their ability to retain information is also higher, as they learn to consciously use cognitive strategies. Conversely, learners with low psychological readiness face more difficulties in language learning: their self-confidence is low, they fear failure, feel embarrassed to express themselves in a foreign language, and as a result, their learning pace slows down. For this reason, the teacher's task is not limited to delivering grammatical

knowledge, but also includes creating a positive psychological environment, supporting emotional engagement, and properly managing motivational needs. In modern education, interactive methods, dialogic approaches, communicative tasks, educational games, differentiated instruction, and learner-centered methods are highly effective in developing learners' psychological readiness. Creating a communicative environment close to real life, valuing the learner's personality, overcoming individual difficulties, and establishing a system of positive reinforcement particularly enhance psychological interest in the target language.

Overall, developing learners' psychological readiness is an integral part of foreign language teaching methodology. This process ensures not only linguistic competence but also social, emotional, and communicative development. The theoretical approaches and practical recommendations presented in this article help teachers correctly assess learners' psychological states, select appropriate methods, and adapt the learning process to individual needs. Therefore, considering psychological factors in foreign language teaching improves educational quality, ensures deep, conscious, and effective learning, and prepares learners for global communication environments

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