

THE INFLUENCE OF LEARNING ENGLISH ON PERSONAL WORLDVIEW AND STATEMENTS

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Abstract. *This article discusses how a person's worldview, beliefs, thinking, and even lifestyle can change through learning foreign languages, the main factors causing this, as well as the negative and positive aspects affecting society. The article analyzes the system for assessing the level of a foreign language based on world standards, as well as the degree to which the learner's knowledge, skills, and socio-psychological state change at each stage.*

Keywords. *English language competence, CEFR stages, worldview, beliefs, attitudes, intercultural communication, psychology of language learning, "native speaker," independent thinking, personality development, linguistic influence.*

Аннотация. *В этой статье рассматривается, как изучение иностранных языков может изменить мировоззрение, убеждения, мышление и даже образ жизни человека, основные факторы, способствующие этому, а также негативные и позитивные аспекты, влияющие на общество. В статье анализируется система оценки уровня иностранного языка на основе мировых стандартов, а также степень изменения знаний, навыков и социально-психологического состояния обучающегося на каждом этапе.*

Ключевые слова. *Английская языковая компетенция, этапы CEFR, мировоззрение, убеждения, установки, межкультурная коммуникация, психология изучения языка, "native speaker," самостоятельное мышление, личностное развитие, лингвистическое воздействие.*

Today, the process of learning foreign languages occupies a place among the primary needs of specialists in all fields, even for free travelers, entrepreneurs, in the areas of financial security, the pursuit of financial freedom, finding a profitable job, personal development, personal growth.

The Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) is a system used at foreign language proficiency levels in the EU. The EU was developed between 1989 and 1996 as a key part of the project "Language learning for obtaining European citizenship." The main goal of the CEFR system is to provide an assessment and teaching method applicable to all European languages. In November 2001, the Council of the European Union recommended the

use of CEFR for assessing the level of language proficiency and creating national systems.

The history of the creation of this system is connected with the increase in the number of job seekers in Europe. As production began to develop in Europe in the mid-20th century, new jobs were created, and the demand for more labor increased, the number of people coming to Europe in search of work and with the intention of permanently staying there increased. At that time, in Europe, in addition to Spanish, German, French, and Italian, English was also widely used. Those who came to Europe for survival had to be able to speak freely and without problems with the indigenous population of Europe. Therefore, those who came to work in Europe had to pass special exams. Although exams based on the CEFR system were initially taken for all languages used in Europe, today the CEFR system is most often used in teaching, learning, and assessing English. Because the whole world speaks English, and this language has already become the number one world language.

The requirement describes the knowledge and skills that must be acquired for each level in reading, listening, speaking, and writing. The CEFR system assesses language proficiency by dividing it into three groups: A, B, and C. The grade given as CEFR levels means the following. Including:

Levels A1 and A2 - a user at the initial stage of language learning;

Levels B1 and B2 - a user who can freely use the language at a level above average;

C1 and C2 levels are users with excellent language proficiency.

In English-speaking countries, it was initially used in textbooks produced in Oxford and Cambridge. Until now, an informal system has been developed that is widely used in textbooks and test systems (for example, TrackTest).

Despite its widespread use, the "British" system has many variations, and below are the most commonly used level names in textbook titles. There is an approximate correspondence between the Common European and American (ILR) classification of the level of British language proficiency.

- Beginner / Starter — A1 — ILR Level 0
- Elementary — A2 — ILR Level 1
- Pre-Intermediate — A2/B1
- Intermediate — B1 — ILR Level 2
- Upper-Intermediate — B2 — ILR Level 3
- Advanced — C1 — ILR Level 4
- Proficiency — C2 — ILR Level 5 [1]

As the level of language proficiency increases, the culture of native speakers, such as English speakers, also penetrates the life and consciousness of the language

learner. Below is a step-by-step analysis of the academic and socio-psychological changes observed in the language learner at each stage:

At the A1-Beginner level, the ability to understand and use everyday simple words is formed, and interest in language begins to grow. However, due to low self-confidence and communicative fear, he cannot communicate freely.

At the A2-Elementary level, they learn to make simple dialogues necessary for everyday life, therefore the fear of entering into communication decreases, and social perceptions about the language being studied begin to emerge.

B1-Intermediate develops the ability to read and understand simple texts and explain one's thoughts. Due to his increased self-confidence, he now communicates with other language learners of the same level as himself. Changes occur in social attitudes, and an understanding of the differences between two different cultures begins.

B2-Upper-intermediate academic develops the ability to analyze complex texts, express their opinion on them, and participate in discussions. He communicates with native speakers, his interest in their way of life and culture increases, and his worldview begins to expand.

C1-Advanced also begins to think independently and deeply analyze and write scientific articles. They participate freely in professional communication because thoughts come not in their native language, but specifically in the foreign language they are learning. Having managed to penetrate the mentality of native speakers, he also begins to apply some of its aspects in his life. There is a harmony between the concepts of faith and new knowledge.

C2 - Proficient can use a foreign language as their native language. A global worldview, an inclination towards universal values increases; they understand, compare, and analyze several cultures in parallel.

The above situation and language learning actions actively influence the internal regulation of the personality. At this point, let us dwell on the psychological characteristics of the concepts of social attitude, worldview, and belief. How much do they differ from each other? Does the impact of language learning have a negative or positive impact on human life and values? Let's first define each of the above concepts.

Worldview - a set of decisions that evaluate subjective reality; a system of general views on the world and humanity's place in it, people's attitudes towards the surrounding reality and themselves, as well as people's beliefs, ideals, principles of cognition and activity based on these views. Worldview is connected with a person's age, life experience, knowledge, and ideology. Worldview reflects philosophical, scientific, religious, political, moral, legal, and aesthetic knowledge and views formed in society. A person's worldview is closely connected with social relations.

A worldview is formed on the basis of a person's necessary understanding and evaluation of themselves and the world. In this respect, worldview is a subjective reflection of reality in human consciousness. There is an individual worldview associated with the consciousness of an individual, a social worldview associated with social consciousness at the level of a certain social group, stratum, class, nation, and society. They complement each other, influence each other, and develop one another. Initially, the individual senses the world. In this case, the individual perceives reality as a result of direct emotional reflection. Then, based on the accumulated knowledge about reality, the individual's worldview emerges. This is called understanding the world. Through a person's understanding of the world, their self-awareness is also formed. Thus, all knowledge about the world is highly generalized, and a holistic worldview is formed.

Belief - an improved form of socio-philosophical, legal, spiritual-moral, aesthetic, economic, and ecological knowledge, reflected on the basis of a worldview; faith in a certain idea [2].

A social attitude is a system of stable relationships of a person with phenomena, groups, other people, and social objects in society, which manifests itself as an internal psychological preparation of human behavior. Attitude is a mechanism that directly influences a person's way of perceiving the social environment, views, and behavior. It is noted that social attitudes consist of cognitive (cognitive), affective (emotional), and conative (behavioral) components. This holistically determines the essence of the personality's knowledge of the external object, its formed emotional attitude towards it, and practical actions. [3]

The formation of social attitudes is an important aspect of personality, allowing a person to control their behavior. A person who adequately forms social attitudes possesses such qualities as subordinating their feelings to reason, making specific decisions in various situations. In addition, by forming social attitudes, the subject controls their socio-emotional state.

Georgian psychologist D.N. Uznadze describes attitude as a psychological and physiological process that takes a deep place in the consciousness of the individual and is difficult to change. In his opinion, the attitude, together with the central nervous system, is inextricably linked with the activity of the peripheral nervous system and predetermines the person's response to any situation from the external environment. This process becomes apparent in the process of learning a new language and facilitates the learning of a new language. Below, we will familiarize ourselves with the dispositional concept of the Russian scientist and psychologist Y. Ayadov. Including:

1. Elementary attitudes are formed on the basis of everyday needs.
2. Social attitudes are formed on the basis of social situations and stereotypes in society.

3. Basic social attitudes - deep views that determine the general social orientation of the individual, practically equal to the level of conviction.

4. The system of values is a type of attitude towards stable values, recognized by society and passed down from generation to generation.

Learning a new language is not limited to knowing its grammatical and communicative aspects, but can also change one's worldview and lifestyle. At each stage of foreign language learning, along with communicative skills, a person's social attitudes and cultural perception also change, studying and promoting the culture and values of native speakers in their lives. In conclusion, learning a foreign language, especially English, introduces a person to a wide information space, opens the way for the development of social, academic, and professional skills of people, and contributes to achieving good and sustainable results in harmony with national values.

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