

PSYCHOLOGICAL STRESS IN LEARNING ENGLISH AND ITS EFFECTIVE SOLUTIONS

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ANNOTATION

This article analyzes psychological stress in the process of learning English, its causes, and effective solutions. The study focuses on factors such as lack of confidence, fear of making mistakes, perfectionism, social comparison, and external pressure. It also provides scientifically based recommendations to improve language learning efficiency and reduce psychological stress.

Keywords: English language, stress, psychology, education, motivation, language learning, learning process

INTRODUCTION

In today's era of globalization, the demand for learning foreign languages is continuously increasing. In particular, English plays an important role in international communication, education, science, and technology. At the same time, learners face various difficulties during the process of learning English, which often leads to psychological stress.

MAIN PART

English language learning has become one of the most strategically important areas of modern education in the era of globalization and digital transformation. Today, English is not only a subject in academic curricula but also a key tool for accessing international knowledge, scientific research, technological innovation, and global communication. In many countries, including Uzbekistan, educational reforms have significantly increased attention to foreign language learning. As emphasized in national educational policies and

by President Shavkat Mirziyoyev, knowledge of foreign languages is an essential factor for youth development, competitiveness, and integration into the global community.

Despite these positive developments, the process of learning English is often accompanied by psychological stress. Stress in language learning is a complex phenomenon involving emotional, cognitive, and behavioral reactions when learners face difficulties in understanding or using a foreign language. According to H. Douglas Brown, language learning requires simultaneous development of memory, attention, perception, and speech production skills. When these cognitive processes are overloaded, learners may experience anxiety, fatigue, frustration, and reduced motivation.

One of the main causes of stress is the structural difference between the native language and English. Learners often struggle with grammar rules, tense systems, pronunciation, and word order. These differences require not only memorization but also analytical thinking and constant practice. When learners fail to adapt quickly, they may lose confidence and develop negative emotions toward learning.

Another important factor is the fear of making mistakes. Many learners avoid speaking English due to fear of criticism or correction. However, Jeremy Harmer emphasizes that “language learning requires risk-taking in communication,” meaning that mistakes are a natural and necessary part of progress. Unfortunately, fear of judgment often prevents learners from speaking freely and confidently.

Social comparison is also a strong psychological factor. Students tend to compare their progress with others. When they observe peers who perform better, they may feel inferior. This reduces motivation and increases emotional stress. Educational psychology shows that such comparison can lead to a fixed mindset, where learners believe their ability is unchangeable.

The lack of a real English-speaking environment further increases stress. According to Lightbown and Spada, meaningful interaction in real-life contexts is essential for language acquisition. However, many learners only study English in classroom settings, which limits practical exposure. This leads to hesitation and anxiety in real communication situations such as exams, interviews, or presentations.

Perfectionism is another psychological barrier. Many learners believe they must speak without any mistakes. This unrealistic expectation creates internal pressure and reduces fluency. In modern communicative language teaching, fluency is considered more important than accuracy in the initial stages of learning.

External pressure from teachers, parents, and society also contributes to stress. High expectations may motivate learners, but excessive pressure often leads to emotional exhaustion and fear of failure. Modern education systems are gradually shifting toward learner-centered approaches that reduce such pressure and focus on individual progress.

Technological development has a dual impact on learning stress. Digital tools and online platforms provide great opportunities for learning English, but constant exposure to fluent speakers on social media may create feelings of inferiority and comparison stress.

Time management and learning overload also play a significant role. Many students try to learn too much information in a short time, which leads to cognitive overload, fatigue, and reduced concentration.

However, stress in English language learning can be effectively managed through proper strategies. Regular practice in speaking, listening, reading, and writing helps build confidence. Accepting mistakes as part of learning reduces fear. Communicative teaching methods, interactive activities, and positive reinforcement significantly improve learning outcomes. Motivation, clear goals, and supportive environments are also essential for reducing stress.

CONCLUSION

In conclusion, psychological stress in English language learning is a complex and natural phenomenon that affects most learners. It arises due to multiple factors such as linguistic differences, fear of mistakes, social comparison, perfectionism, external pressure, and lack of real communication environment. Although stress is often seen as a negative factor, it can also serve as a signal that indicates learning challenges that need to be addressed.

If properly managed, stress can even contribute to personal growth by pushing learners to improve their skills and adapt to new learning strategies. However, if it is not

controlled, it may lead to decreased motivation, poor academic performance, and loss of interest in language learning. Therefore, understanding the psychological nature of stress is essential for both learners and educators.

Effective stress management requires a combination of educational and psychological strategies. Continuous practice, learner motivation, and exposure to real communication situations significantly reduce anxiety. Teachers play a crucial role in creating a supportive and non-judgmental classroom environment where mistakes are seen as part of learning rather than failure. This approach helps students build confidence and develop fluency more naturally.

In addition, modern educational technologies provide new opportunities for reducing stress. Online platforms, language learning applications, and multimedia resources allow learners to practice English in a more flexible and engaging way. However, it is also important to maintain balance and avoid excessive comparison with others on digital platforms, as this may increase psychological pressure.

Furthermore, emotional stability is a key factor in successful language acquisition. Learners who maintain a positive mindset, set realistic goals, and manage their time effectively are more likely to achieve long-term success. Psychological readiness is therefore as important as cognitive ability in mastering a foreign language.

Overall, reducing psychological stress in English language learning requires cooperation between students, teachers, and educational institutions. When the learning environment becomes supportive, interactive, and motivating, students not only improve their language skills but also develop confidence, independence, and lifelong learning abilities. This makes stress management an essential part of modern language education.

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