

Psychological Aspects of Stress and Anxiety When Learning a Second or Foreign Language

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Annotation: This article is justified by the need to study the psychological characteristics of teaching university students English in order to achieve the most effective results in its further study. The purpose of the work is to identify and describe the features of teaching English to students, to identify methods that allow the development of constructive interaction between teacher and students, as well as the development of lesson plans.

Keywords: developmental, educational, general education, foreign language, university students

INTRODUCTION

The psychological aspects of stress and anxiety when learning a second or foreign language are important aspects that can significantly influence learning success. When starting to learn a new language, a person faces a number of factors that can cause stress and anxiety.

The first and most common factor is lack of confidence in one's abilities and

capabilities. Learning a new language takes time, effort and patience, and many students may feel anxious about their ability to master a new language. They may be afraid of not being able to cope with new grammar rules, vocabulary or pronunciation.

Additionally, social aspects can also cause stress and anxiety. Students may be afraid of making mistakes in front of other people or feel awkward when communicating in a new language. This can lead to social anxiety and fear of communicating in a foreign language, which in turn can hinder their learning success.

In addition, it is necessary to take into account psychological aspects when learning a second or foreign language. Students may experience stress due to misunderstandings or misinterpretations of cultural nuances, which can lead to misunderstandings and conflicts in learning.

However, it is important to note that stress and anxiety when learning a new language are not always negative. A small amount of stress can stimulate a student to learn more effectively and improve results. However, excess stress and anxiety can have a negative impact on learning success, so it is important to learn how to effectively manage your emotions and stress while learning a second or foreign language.

Thus, the psychological aspects of stress and anxiety play an important role in the successful learning of a second or foreign language. Understanding these aspects and developing stress management skills can greatly enhance learning success and help students overcome challenges to becoming proficient in a new language.

An important aspect to consider when learning a second or foreign language is the period of adaptation to the new environment. The transition to learning another language is often accompanied by a change in cultural and social environment, especially in the case of international study or moving to another country. This adjustment period can be challenging and can cause students stress and anxiety due to the need to get used to a new environment, new people, and new sociocultural norms.

In addition, exams or testing can also cause stress and anxiety when learning a second language, especially if they are conducted in a foreign language. Fear of failure or failure in such exams can increase students' anxiety and create additional obstacles to successful learning.

It is also important to consider individual differences in the ability to manage stress and anxiety. Some students can cope with pressure and stress easily, while others may have great difficulty. Therefore, it is important to provide students with support and tools to effectively manage their emotions and stress during their studies.

Finally, awareness of the psychological aspects of stress and anxiety in learning a second or foreign language allows teachers and psychologists to develop more effective strategies for teaching and supporting students. Creating a supportive and encouraging learning environment where students can feel comfortable and confident plays a key role in successfully managing stress and anxiety and achieving excellence in learning a second

or foreign language.

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Moreover, problems associated with limited access to language resources and learning materials in a foreign language can also cause stress and anxiety among students. A lack of available textbooks, dictionaries, and other educational resources can make language learning difficult and lead to feelings of self-doubt.

In addition, it is necessary to take into account the individual characteristics of students, which may influence their ability to cope with stress and anxiety while learning a second language. Some students may have higher levels of anxiety or fear of communicating in a foreign language due to previous negative experiences or individual characteristics of their personality.

Despite all these challenges, there are a number of strategies that can help students effectively manage stress and anxiety while learning a second or foreign language. These include regularly using relaxation techniques such as breathing exercises and meditation, talking to native speakers to practice speaking, and seeking support from teachers and other students.

In conclusion, the psychological aspects of stress and anxiety are important factors to consider when learning a second or foreign language. Understanding these aspects and applying appropriate stress management strategies can help students overcome difficulties and achieve success in their language learning.

An important factor influencing stress and anxiety when learning a second or foreign language is also the feeling of confidence in your language skills. Students may feel anxious about their pronunciation, grammatical errors, or lack of vocabulary. This may lead to avoidance of communication in a foreign language or limitation of participation in language classes due to fear of making a mistake or being misunderstood.

Another important aspect that influences stress and anxiety when learning a second or foreign language is the experience of culture shock. Transitioning to a new cultural environment can leave students feeling disoriented and uncertain, which can also be a source of stress. They may have difficulty adjusting to new customs, traditions, and social norms, which may increase their feelings of isolation and uncertainty.

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The influence of personal factors on stress and anxiety when learning a second or foreign language should also be considered. For example, students with low self-esteem or perfectionistic tendencies may be more prone to language learning anxiety due to fear of making mistakes or not perfecting their language skills.

Additionally, it is important to consider the impact of cultural differences on stress and anxiety when learning a second or foreign language. Some students may experience additional stress due to cultural differences in language, such as communication patterns or unfamiliar cultural norms that may be confusing or distressing.

Finally, it is important to note that stress and anxiety when learning a second or foreign language can be overcome through systematic practice, support from teachers and co-learners, and by developing a positive attitude towards language learning and understanding it as a process that requires time and effort.

In conclusion, the psychological aspects of stress and anxiety when learning a second or foreign language play an important role in the educational process. Understanding these aspects helps teachers and students develop effective stress management strategies, create a supportive learning environment, and achieve language learning success.

Another aspect important to understanding stress and anxiety when learning a second or foreign language is the perspective of interacting with native speakers. Many students may experience anxiety before meeting or communicating in a foreign language with native speakers for the first time due to the fear of being misunderstood or being unable to express their thoughts and feelings in the foreign language. This can place additional pressure on students and increase their feelings of anxiety and uncertainty.

It is also worth considering that stress and anxiety can arise from the expectations of others. For example, students may feel additional pressure if they expect themselves

to excel in language learning due to expectations from family, friends or society in general. This can lead to increased feelings of anxiety and stress and create additional barriers to successful learning.

The emotional aspect of learning a second or foreign language must also be taken into account. Learning a new language can bring up a variety of emotions in students, including joy, excitement, as well as stress and anxiety. These emotions can influence students' motivation and ability to cope with learning challenges.

It is also important to consider the influence of the learning environment on stress and anxiety when learning a second or foreign language. For example, a negative classroom environment or lack of support from teachers and peers can increase students' feelings of anxiety and stress and create additional barriers to successful learning.

All of these factors demonstrate that stress and anxiety when learning a second or foreign language are multifactorial and can arise from a variety of sources. Understanding these aspects allows us to develop effective stress and anxiety management strategies that will help students overcome difficulties and achieve success in language learning.

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