

Some Opinions About the Learning Process and Influence Factors for Errors

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Abstract: The article presents some considerations about the learning process and the factors influencing it. An attempt has been made to explain in detail what factors the learning process depends on.

Keywords: Learning, influence, factor, interest, environment, language policy, language learner.

Introduction: A person learns from birth. Learning begins in the first years of life and continues until the end of a person's life. Humanity continues to learn not only at school, or something, but also knowingly and unknowingly. The learning process of people can be continuous, planned or unplanned. For example, simple examples of learning include remembering the names and facial features of our neighbors, remembering the phone numbers of our friends, knowing how to use a computer, or knowing how to make coffee. It seems that all of humanity is a learner, and we learn many things almost effortlessly.

METHOD

If people have to study a certain given topic, if they know that this learned information will later be checked in tests and exams, people come under pressure and the learning process begins to become difficult. Certain learning actions are taken to acquire new knowledge and skills.

Teachers believe in the actions taken for such learning. Schools are evaluated as a place where new knowledge is presented and learned. In addition, the formation of new competencies is also envisaged in schools. Teachers play the role of a mediator in this process. However, in this process, the teacher not only helps students in the learning process, but also learns new knowledge himself.

What factors does the learning process depend on?

S.Ballweg stated, that the factors that influence

language learning are very complex, and the views on it are also different in every corner of the world. Not only do education systems differ around the world, but attitudes towards language learning, its importance and role in society also differ. Language lessons are also organized differently around the world. Factors such as the topics chosen for lessons, the additional materials used, and the exams prepared for will certainly affect the learning process.

Learning foreign languages also depends on the language policy of the country where the language is being learned. Language policy is directly related to the importance of the language being learned in that society. In addition, questions such as which languages are offered to be learned in educational institutions in that country, how many languages are learned, and from what grade foreign language teaching begins are also important. Of course, this process is natural for each country to be different.

Why do our language learners learn foreign languages?

You have probably also been asked many questions by students: Why should I learn foreign languages? What will it give me?

In our opinion, there are several reasons for learning foreign languages. If discussions are held with language learners themselves about the importance of knowing a language, this will increase their interest and motivation to learn.

We believe it is appropriate to list the following as the main reasons for learning foreign languages:

- Foreign languages are spoken and understood by many people around the world;
- The foreign language learned by the language learner may be useful in his future work;
- Foreign languages attract a person with their beautiful accent;
- There is an opportunity to make friends who speak the same language;
- Language serves as a key to learning the culture of another country;
- People who know foreign languages can quickly find their rightful place in society;
- People who know foreign languages feel a sense of satisfaction in themselves more than other people;
- It becomes easier to travel to a country where the foreign language being studied is spoken;
- Learning foreign languages gives a person pleasure;
- Foreign languages are a compulsory subject in schools, so it is advisable to master them well.

The above or other factors may serve as the main criteria for language learners to choose which foreign language to learn. Or it may be that the decision of the parents served as the main criterion for choosing one of the foreign languages. Of course, the extent to which the language is widely used around the world, as well as work or personal reasons, may also play a role in such choices. Many of the factors listed above are related to the prestige of the language, and in some cases these factors may not be taken into account.

Children or adolescents often do not pay much attention to the scope of its use when choosing to learn a foreign language. In many schools, students may not even have the opportunity to choose one of the foreign languages. Because in some countries, only one foreign language is taught in one school.

Adults, on the other hand, often act based on their own interests and needs when choosing a foreign language.

The rapid globalization and migration processes in today's world are also causing a large part of the world's population to learn foreign languages. The number of foreign languages learned by humanity is increasing day by day. Those who were previously limited to knowing one or two foreign languages, now aim to communicate freely in four or five foreign languages.

Today, there are more and more multinational families in the world, and children growing up in such families can speak at least two languages. Children from such families use two languages in everyday life, side by side.

In our opinion, it is advisable for our language learners to learn as many foreign languages as possible, so that they have the opportunity to discover new horizons for themselves. They will be able to effectively use the languages they have learned in learning German.

It is beneficial for foreign language teachers to take into account the foreign language knowledge of their language learners. It is important to pay attention to which language learners know how many languages, to what extent they have mastered each language, and whether they grew up in a bilingual family.

Since learners are so diverse, it is natural that their needs for learning foreign languages will also be diverse. If someone grows up speaking two languages at home, they are more likely to have higher potential in foreign language classes than other language learners. Such students have previously acquired foreign language knowledge and try to connect this knowledge to the topics being studied in classes. Children who know many languages not only gain knowledge about the structure and use of the language, but also skills in how to learn a foreign language effectively. Languages have become a familiar environment for them.

In Uzbek families, many children also have fewer difficulties learning German if they have grown up learning Russian and Uzbek. In addition, language learners may have acquired skills in other languages from their neighbors, friends on the Internet, or through television. Using such knowledge can also be very effective in learning German.

DISCUSSION

Language learners may differ not only in terms of their country of origin, but also in terms of their prior knowledge of the language and their motivation for learning the language, interests, goals, and learning needs. Each language learner has unique expectations from learning the language and is motivated by different things.

Summarizing the above points, we can reflect the factors that influence foreign language learning as follows:

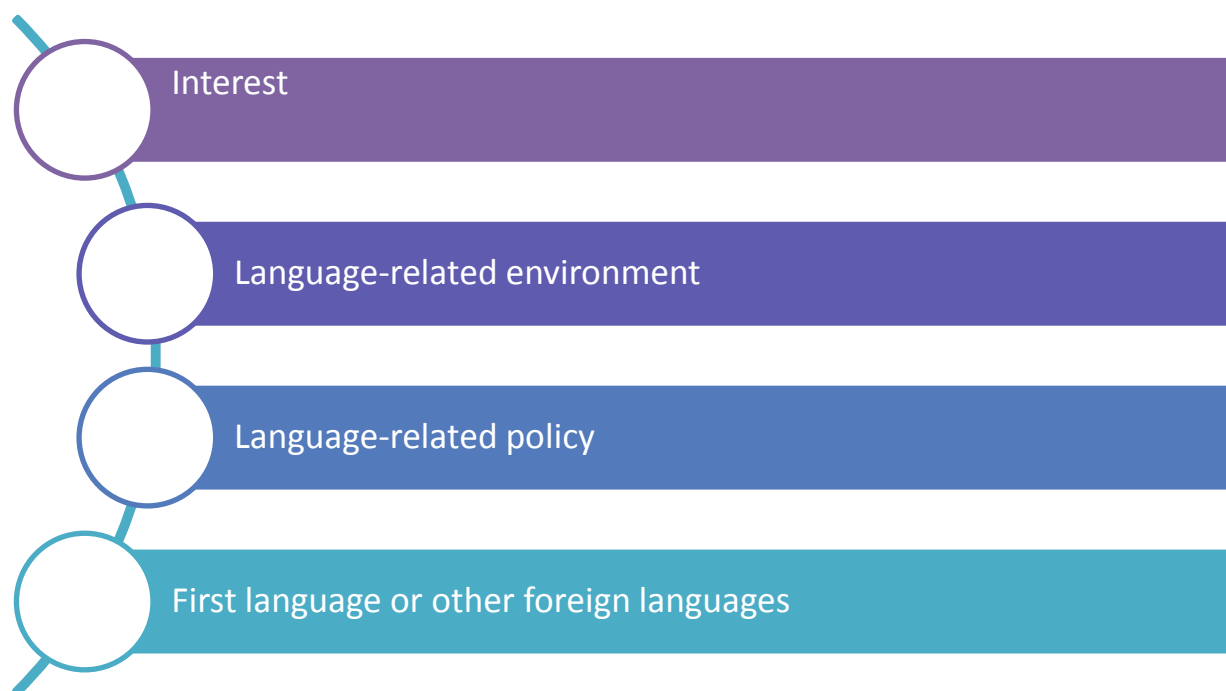


Figure 1. Factors influencing the learning of foreign languages

These factors can also be interpreted differently by different scientists or teachers. The reason for this is that, as we have already noted, different attention is paid to foreign languages in each country.

Taking into account any factor, organizing foreign language lessons will certainly show its effectiveness.

J.Fritz stated, that people begin the learning process from a very young age, or rather from the first steps in life. For example, babies quickly learn to attract others to themselves with the help of crying or screaming. They begin to master walking, talking, and other movements, even if the rest do not teach the child. However, the word learning is often associated with educational institutions, schools, and higher education institutions. It is this basis that shows how meaningful the semantic boundary between the concepts of learning and acquisition is.

If a young child begins to acquire a foreign language, it is appropriate to use the word acquisition. The acquisition process is an unconditional process and has no connection with the teaching process. It begins to take shape in the process of natural communication. In such a natural communication process, adults can also acquire languages well. They begin to acquire new knowledge and skills in a new language without having an understanding of the acquisition process.

J.Kurtz posited, that the learning process, as opposed to acquisition, is assumed to be carried out through lessons. This process is supported by the teacher, organized using various educational materials, and various social forms. The teacher organizes his/her

learning activities in a planned manner and certain rules are introduced so that language learners can achieve the expected results. This process will certainly give its effect. The process of achieving this effect is also controlled by the teacher. With the help of the experiences gained in the lesson, the knowledge, skills, and competencies of language learners are formed and refined.

Since ancient times, humanity has been interested in what kind of process learning is, how it works. Despite this, no scientific conclusions have been made to clearly substantiate this process.

People can only describe aspects of learning that are known to them. Most of learning is considered a process that cannot be described and explained. A person sometimes knows and understands what they learn with the help of their brain, and sometimes they don't even notice how it happened. But the brain continues to perform its function.

CONCLUSION

In conclusion, we can say that today, with the help of computers and modern technologies, a lot of research is being conducted to clarify how the brain works. This allows us to understand that learning is an active process, taking place in interaction with the world.

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