

**THE IMPACT OF LANGUAGE LEARNING STRATEGIES ON THE
PSYCHOLOGICAL STATE OF ESL/ESP LEARNERS**

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Language acquisition affects learners' emotional and intellectual growth in addition to helping them become linguistically competent. In order to maximize student outcomes, it is essential to comprehend the psychological components of language acquisition, which include motivation, stress, and self-confidence.

Literature Review

Systematic approaches that improve psychological, intellectual, and emotional development and aid in learning are known as language learning strategies (LLSs) [1]. Research divides methods into groups including emotive, "social, metacognitive, and cognitive", each of which has a distinct effect on students' psychological states [1, p.39].

Gardner and Lambert (1972) highlighted that one of the key factors in language learning is motivation and pointed out on the interaction between natural talent, motivation and external factors. This is further researched by Dornei (1990), who stated that motivation is the main factor that propels language acquisition initiatives to begin and continue. Moreover, it was highlighted how crucial both internal and external motivation are to

sustaining interest, especially in students who have to meet demanding professional standards [2].

According to Darvin and Norton (2015), the idea of investment emphasizes how students' psychological and social connection with linguistic activities frequently dictates their involvement and ultimate success [3]. The importance of language proficiency to career goals also affects investment in ESP context, highlighting the necessity of targeted teaching methods.

In English for Specific Purposes (ESP) education constructive psychology places a strong emphasis on incorporating emotional health into instructional framework. Encouraging pleasant emotions and relevance in learning situations improves students' retention of information and lowers stress. Additionally, studies have demonstrated that integrating peer cooperation and mindfulness practices into classroom setting can enhance psychological resilience, empowering students to manage the demands of language learning [4].

Methodology

Utilizing a mixed-method approach the current investigation combines information from observation in the classroom, survey responses and interviews. ESL/ESP students from a range of professional fields, including engineering, education and medicine are among the participants of this study. Correlating method utilization with psychological markers such as stress, inspiration and self-efficacy is the primary intent of the data analysis. A longitudinal component was incorporated, monitoring students' development over the course of a semester in order to record changes and progress in the utilization of strategies and psychological health.

Results and Discussion

The results of current investigation indicate that:

1. Cognitive and metacognitive techniques: When learning technical terms, ESP students frequently use cognitive techniques, which are associated with minimize stress levels and more focus. The efficiency of these techniques is further increased using self-monitoring tools, such as progress trackers and digital flashcard which provide instant feedback.
2. The influence of motivation: Academic performance is significantly enhanced and emotional exhaustion is decreased when students are highly motivated, which is fueled by specific objectives and encouraging surroundings [2].

3. Positive feelings and experiences in learning: By implementing positive psychology theories into ESP setting, students' sense of accomplishment and teamwork are increased, which enhances general learning results [4]. Team-based projects and gamified learning platforms have shown especially positive results in establishing engaging and effective learning environments.

4. Difficulties: The necessity for customized procedures is highlighted by the fact that an excessive dependence on rote memory and unsuitable strategies can worsen anxiety [3]. In addition, time limits and a lack of tailored feedback are frequently mentioned by students as obstacles, highlighting the significance of adaptive learning platforms.

In general, for EFL/ESP students, a successful integration of language learning techniques reinforced by psychological and motivational frameworks can revolutionize the educational process. Recommendations for practical application comprise creating training programs that provide adaptive skills and cultivating a pleasant emotional climate within educational institution. Additionally, improving strategy creation and guaranteeing alignment with learners' career objectives is multidisciplinary collaboration between language teachers and subject-matter specialists. Personalized learning pathways that meet each person's unique psychological needs should be the subject of future research.

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