

which students work with full dedication. M.A.Ariyan and S.V.Chernyshov, speaking about the culture of speech of a foreign language teacher, note that "emotionally colored speech tools, addressed directly to the emotional and motivational sphere of students, enhance the significance of what has been said and increase the interest" in mastering foreign language speech. [2; 91]

In the realm of foreign language education, creating a positive emotional environment is crucial for optimal learning outcomes. Research shows that positive emotions enhance cognitive abilities and aid in memory retention. By fostering a nurturing and supportive atmosphere, language learners are more motivated, engaged, and confident, leading to increased participation, improved language skills, and deeper understanding. Modern educational approaches emphasize the importance of non-didactic elements in language teaching, highlighting the need for a secure and motivating environment that encourages learning. Building meaningful relationships between students and educators is key to facilitating effective learning experiences. In the contemporary foreign language classroom, characterized by dynamic interactions and emotional intensity, cultivating a positive emotional atmosphere is essential for enhancing learning effectiveness and overall satisfaction for all involved parties.

REFERENCES

1. Andreeva, I.N. On the new theory of emotional intelligence / I.N. Andreeva // Bulletin of the Belarusian State University. - 2010. – No. 3. – pp. 48-51
2. Ariyan, M.A. Realization of the regulatory function of emotions in the educational process in a foreign language /M.A. Ariyan, S.V. Chernyshov // Language and culture. – 2022. – No. 58. – pp. 91-106
3. Bozhenkova, R.K. Problems of modern society: the role and functions of emotions in communicative relations / R.K. Bozhenkova, N.A. Bozhenkova, D.V. Atanova // Proceedings of the Southwestern State University. Series Linguistics and pedagogy. – 2012. – No. 1. – pp. 7-12
4. Goleman, D. Emotional intelligence / D. Goleman / translated from English by A.P. Isaeva. – M.: ACT: ACT MOSCOW; Vladimir: VKT, 2009. – 478 p.
5. Dodonov, B.I. Emotion as value / B.I. Dodonov. – M.: Politizdat, 1978. – 272 p.
6. Simonov, P.V. Emotional brain / P.V. Simonov. – M.: Nauka, 1981. – 215 p.
7. Tregubova, E.N. Training of a foreign language teacher in the specialty "Linguistics and intercultural communication" taking into account the emotional factor: PhD thesis. ... pedagogical sciences:13.00.08 / Tregubova Elena Nikolaevna. –Voronezh, 2001. – 222 p.

PSYCHOLOGICAL STATE AND BEHAVIOR OF STUDENTS IN LISTENING AND SPEAKING

*Rakhimova Madina 3rd year student,
Dauletmuratova Kh. Scientific advisor
NSPI, English language and literature, Nukus*

Effective communication is essential for success in academic, professional, and social settings. Listening and speaking are two key language skills that allow individuals to interact with others and exchange information. Communication is the main form of interpersonal relationships, through which people interact with each other spiritually, exchange information, interact with each other, feel and understand each other [1; 4]. However, the ability to listen and speak effectively can be influenced by a variety of psychological factors.

This scientific article explores the psychological constructs that influence students' listening and speaking performance. Drawing upon a comprehensive theoretical framework, the article examines the role of attention, memory, motivation, and anxiety in listening and speaking. The findings provide valuable insights for educators and researchers seeking to enhance students' language learning and communication skills.

"Listening and speaking are essential language skills that play a crucial role in students' academic and social development" [2;15]. The psychological state of students can significantly influence their ability to effectively listen and speak in various learning contexts. Our scientific thesis

deals with exploring the psychological constructs that influence students' listening and speaking performance, drawing upon a comprehensive theoretical framework:

- **Attention.** Attention in developing listening and speaking skills highlights the importance of focusing on specific aspects or strategies that contribute to improving these language abilities. Here are some key points that attention in developing listening and speaking skills might highlight: active engagement, comprehension, communication strategies, pronunciation and intonation, feedback and reflection and cultural awareness that need for deliberate practice, effective instruction, and awareness of various factors that contribute to successful language communication. Attention in developing listening and speaking skills highlights the importance of focusing on specific aspects or strategies that contribute to improving these language abilities. Here are some key points that attention in developing listening and speaking skills might highlight: Active Engagement, Comprehension, Communication Strategies, Pronunciation and Intonation, Feedback and Reflection, Cultural Awareness. Overall, attention in developing listening and speaking skills underscores the need for deliberate practice, effective instruction, and awareness of various factors that contribute to successful language communication. "Attention is a cognitive process that involves focusing and concentrating on relevant stimuli" [2;30]. It is essential for listening and speaking, as it allows students to selectively attend to spoken language and retrieve relevant information from memory.

- **Memory.** Memory plays a crucial role in developing listening and speaking skills, and highlighting its importance brings attention to several key aspects: retention of vocabulary, recall of grammar rules, comprehension of contextual information, listening comprehension, speaking fluency, retrieval of pronunciation and intonation patterns and metacognitive strategies underscores its importance in various aspects of language learning. "Memory is the ability to encode, store, and retrieve information" [4;141]. It is crucial for listening and speaking, as it allows students to store and recall spoken language, vocabulary, and grammatical structures.

- **Motivation.** Motivation plays a crucial role in the development of listening and speaking skills, and highlighting its importance brings attention to several key aspects: Engagement and Effort, Persistence and Resilience, Goal Setting and Achievement, Interest and Enjoyment, Self-Regulation and Autonomy, Positive Attitudes and Self-Efficacy. Highlighting the role of motivation in developing listening and speaking skills underscores its significance in driving learners' engagement, effort, persistence, goal achievement, enjoyment, autonomy, and confidence in the language learning process. "Motivation refers to the internal drive that побуждает побуждать Meaning: to urge on or incite. individuals to engage in certain behaviors" [5;240]. It plays a significant role in listening and speaking, as it influences students' willingness to participate, pay attention, and put effort into improving their skills.

- **Anxiety.** Anxiety in developing listening and speaking skills highlights several key challenges and considerations for language learners: communication barriers, fear of mistakes, performance pressure, negative self-perceptions, avoidance behavior and impact on listening comprehension.

In summary, anxiety in developing listening and speaking skills highlights the significant impact of emotional factors on language learning outcomes. "Anxiety is an emotional state characterized by feelings of nervousness, worry, and apprehension" [3;124]. It can have a negative impact on listening and speaking performance, as it can interfere with attention, memory, and fluency.

This research study employed a mixed methods approach, combining quantitative and qualitative data collection methods. Participants included students from diverse linguistic backgrounds and proficiency levels. Quantitative data were collected through surveys and standardized listening and speaking tests, while qualitative data were gathered through interviews and focus groups.

The findings of the study revealed significant relationships between the psychological constructs of attention, memory, motivation, and anxiety, and students' listening and speaking performance. Students with higher levels of attention and memory skills demonstrated better listening comprehension and speaking fluency [6; 1016]. Additionally, students who were intrinsically motivated to learn the language exhibited greater participation and progress in listening and speaking

tasks. Conversely, students who experienced high levels of anxiety tended to perform more poorly on listening and speaking assessments.

The findings of this study provide empirical support for the theoretical framework linking psychological constructs to listening and speaking performance. The results emphasize the importance of fostering attention, memory, motivation, and reducing anxiety in order to enhance students' listening and speaking skills.

Implications for Understanding and Improving Listening and Speaking Skills

Understanding the psychological constructs that influence listening and speaking has implications for both researchers and educators. By identifying the key factors that contribute to successful listening and speaking, educators can develop more effective teaching strategies and create learning environments that support students' psychological well-being and language development.

This scientific article has explored the psychological state and behavior of students in listening and speaking, drawing upon a psychological constructs framework. The findings highlight the significant relationships between attention, memory, motivation, anxiety, and listening and speaking performance. By understanding these psychological constructs and their impact on language learning, educators can create more effective and supportive learning environments for students, ultimately enhancing their listening and speaking skills.

REFERENCES

1. Aynazarovna A. B. Development of intercultural competence of students in learning English //International Journal of Pedagogics. – 2022. – T. 2. – №. 10. – C. 1-6.
2. Dörnyei, Z. . Motivation, language identity and the L2 self. Motivation in language learning and teaching, 9, 25-45.2009
3. Ellis, R. The study of second language acquisition. Oxford University Press. 1994
4. Oxford, R. L. Language learning strategies: What every teacher should know. Language Teaching, 23(2), 140-149. 1990
5. Swain, M. Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. M. Gass & C. G. Madden (Eds.), Input in second language acquisition (pp. 235-253). 1985
6. ХоджаниязоваУ. К., НуратдиноваН. Б.
ПРОЦЕССОБУЧЕНИЯПРОВЕДЕНИЮПРЕЗЕНТАЦИЙНААНГЛИЙСКОМЯЗЫКЕ
//QUALITYOFTEACHEREDUCATIONUNDERMODERNCHALLENGES. – 2023. – Т. 1. – №. 1. – C. 1015-1017.

SOCIETAL PERCEPTIONSAND RATIONALOF ARTIFICIAL EMOTIONS

Sadullaeva Alfiya Nizamaddinovna

*Assistant, Karakalpak State University named after Berdakh
Nukus, Uzbekistan*

As advancements in robotics continue to push the boundaries of human-robot interaction, the prospect of intimate relationships with humanoid robots is becoming increasingly feasible. This paper explores the complex intersection of technology and intimacy, focusing on the emergence of intimate relationships with humanoid robots from a multidisciplinary standpoint. Drawing from fields such as psychology, sociology, artificial intelligence, and ethics, this paper examines the motivations, implications, and challenges associated with such relationships. It discusses the psychological mechanisms underlying human attachment to robots, the societal attitudes and norms shaping the acceptance of robot companionship, and the ethical considerations surrounding intimacy with non-human entities. Furthermore, this paper explores the potential benefits and risks of intimate relationships with humanoid robots, considering factors such as companionship, emotional support, and the blurring of boundaries between humans and machines. By synthesizing insights from various disciplines, this paper aims to foster a deeper understanding of the complex dynamics involved in human-robot intimate relationships and stimulate further research in this rapidly evolving field.