THE PART OF DEVELOPMENT ATTITUDE, INBORN ESTEEM IN SELF-REGULATED LEARNING AND ENGLISH LANGUAGE LEARNING ACCOMPLISHMENTS

Atoboyeva Aziza Muhiddin qizi
National University of Uzbekistan
Foreign Philology Faculty
2nd year student
otaboyeva_a@nuu.uz
Muminova Mukhtasar Odiljn qizi
National University of Uzbekistan
Foreign Philology Faculty
PhD teacher
otaboyeva_a@nuu.uz

Keywords: Development attitude, inborn esteem in self-regulated learning, English language, academic accomplishments.

INTRODUCTION. We know that today many young people study English as one of the international languages or to study in the most prestigious universities abroad. It certainly moves not only the students, but the whole nation. Because today there is a lot of competition in the education market, and as far as language teaching is concerned, it can attract everyone in a qualitative and intensive manner was carried out. A clear example of this is the reimbursement of the expenses of national language certificates of academic lyceum graduates, and reimbursement of all expenses if they obtain certificates such as IELTS, TOEFL, TESL, TEFL. But the wishes and desires of language learners have always been different. Some students prefer visual learning, using IT devices in lessons, while others prefer to love the language by taking notes. So at such a time, how does the teacher approach each of the students individually? During the lesson, the teacher should explain minimum 10 to maximum 30 exercises and rework them with those who have not mastered them. At such a time, the student's desire to learn the lesson and his ability to perform independent tasks play an important role.

LITERAL REVIEW. Self-efficacy beliefs (our beliefs in our ability to perform in specific situations or to reach certain goals) are a key self-regulatory motive in theories of the self-regulated learning cycle. Empirical research into self-regulation shows that students with high self-efficacy are more likely to choose to engage in activities, work harder, persist when they encounter difficulties, use effective learning strategies and show higher attainment [1] . Dweck's research into the power of a 'growthmindset' [2] discussed above, reinforces the importance of self-efficacy to motivation and achievement. Dweck's work also highlights the types of selfefficacy beliefs that schools should focus on cultivating, namely students' beliefs about their ability to develop their intelligence through education and effort. What about the relationship between self-regulation and students' more general feelings of self-esteem or self-worth? Dweck's work on the positive impact of a 'growth mindset' and the risks of the 'wrong kind of praise' provides a useful perspective

on initiatives to foster students' self-esteem. It suggests that, insofar as efforts to boost self-esteem involve praising students' intelligence, they may be misdirected. Both Dweck's work and the self-regulation research suggest that teachers should not be concerned primarily with whether students see themselves as intelligent or even whether students feel positive about their levels of achievement. Rather, teachers should focus on shaping how students view their intelligence and the types of reasons students tend to identify for their levels of performance: 'Low self-evaluations will not necessarily diminish self-efficacy or motivation if students believe they are capable of learning and can do so through adaptations of self-regulatory processes' [3] similarly argue that there are risks associated with the pursuit of self-esteem, defined as 'the intention to validate self-worth by proving or demonstrating the qualities that the self does and does not have'.[4] Research suggests that the increase in self-esteem when one succeeds at the pursuit of self-esteem is smaller than the drop in self-esteem when one fails. The pursuit of self-esteem may therefore lower self-esteem on average (Crocker and Park, 2004). Pursuing selfesteem can also be a barrier to learning. Having self-esteem or experiencing boosts to self-esteem decreases learning anxiety, but pursuing self-esteem generally increases 10 anxiety; only when pursuit is successful, and then only for a short time, is anxiety reduced by the pursuit of self-esteem (Crocker and Park, 2004). Crocker and Park's work reinforces the argument that we have reason to be cautious about interventions directed at boosting children's self-esteem (to the extent that these interventions involve pursuing self-esteem in Crocker and Park's terms, i.e. telling children to feel good about themselves by taking positive actions). Crocker and Park argue that cultivating a 'learning orientation' is a more effective way of reducing anxiety and enhancing learning. The idea of a 'learning orientation' is closely related to theories of self-regulated learning, in which seeing success or failures as learning opportunities is part of the feedback element of the cycle: 'We propose that a doubleloop learning goal in which people have the intention to use the result of their efforts to identify what worked, what did not work, and what they want to do differently next time provides an alternative, preferable means for minimizing the distress and disruption that fear produces. Therefore, rather than boosting self-esteem, we recommend adopting a learning orientation to reduce anxiety and the vulnerability of self-esteem' [5]. This description of a 'double-loop learning goal' has clear affinities with the theory of self-regulatory learning cycles, in which learners' self-reflection on their performance feeds into their goal-setting, planning and subsequent strategy use. We have emphasised the role of self-eff.

RESEARCH AND METHODOLOGY. Each student chooses a language learning method according to his wishes and desires. However, students who respect the language and are really eager to study pay more attention to learning independently in addition to classes. Various video tutorials and manuals also play an important role in this.Learners who lock in in self-study have the opportunity to upgrade their learning involvement and move forward their considering aptitudes. The learning strategy energizes learners to go past what is accessible to them in their course readings and what is instructed to them by their teaches.

1. Encourages students to learn more effectively
The keyword of self-studying is "independence." When a student explores a topic on their accord, they are actively engaging with the information. Self-studiers can think about topics more deeply. And because students are engaged and excited about the things they are learning, they can make stronger connections between what they are learning, and remember it better.

2. Inspires curiosity and motivates further discovery
A great motivator, curiosity can drive students to learn and understand topics better. When students become disengaged with what they are studying, they fall back on memorizing the subject matter rather than truly understanding it
When students are curious about a topic, they seek out more information regarding that topic that piqued their interest. This ties in with being able to learn effectively, as they go and learn more about that topic and not just rely on what they are taught in class.

3. Boosts self-esteem
Self-study helps build a student's confidence in learning. When they see themselves develop as an independent person, learning new things without anyone helping them.

4. Strengthens problem-solving skills
Coupled with the student's independence, they are pushed to become better problem solvers. As the learner is left to their own devices to do their own research and complete any tasks that relate to their self-study, they engage their critical thinking skills to achieve the outcomes they desire

5. Learning at a comfortable pace
Self-studying is flexible and molds to the interests of the learner. It allows students to go at their own pace, allowing them to spend more time on topics they want to understand a bit better or focus on subjects they are the most interested in.
Being able to go at a pace that they are most comfortable in also helps reduce feelings of frustration or anxiety that may come with the pressure to stick to a strict learning schedule. Self-studying learners will also feel less bored because they are engaged with the topics they are interested in.

6. Improves time-management skills
Managing one's time and priorities helps make self-studying more effective. Students are allowed to be self-motivated and less reliant on an instructor to direct how and when they should study. With their autonomy, students learn to plan and become persistent with their studies thoughtfully.[6]

RESEARCH AND ANALYSIS. In the course of the research, students who do not study in the field of English were explained in the course of the study. That is, English language lessons were held for students studying in the fields of physics, chemistry, or humanities, biology and history. Among them, young people who are really interested in learning English and are enthusiastic, independently studied and analyzed the language. In this, they proved that it is possible to achieve more results by first applying practice and then theory. In addition, they analyzed the differences between the two languages. Of course, it was very useful for them. There are two main variables to this study and they are the achievement of students in English courses and their level of exposure to the language outside the formal education classroom from social circle and mass media. Hence, the study would like to identify whether extensive exposure to English from social circle and mass media could lead to improvements in students' achievement in English courses. The population for the study was identified to be students from a tertiary learning institute in Melaka as they were required to take compulsory English courses regardless of the programme they were enrolled in. Diploma students were required to take two compulsory English courses which covered grammar as well as the four language skills. There was also an option to include two additional courses on English for Specific Purposes (ESP) if deemed necessary by the programme. For bachelor's degree students, they are required to take two compulsory courses on academic writing. All of the language courses were serviced by the lecturers from the Faculty of Language and Education. This allowed the study to identify the first variable which is students' achievement in English courses. There were 4694 students enrolled in the institute; hence the study required at least 369 participants based on the suggested sample size by Krejcie and Morgan. [7]

CONCLUSION. Having mentioned some important data about the topic, it is aslo significant to note that no matter what kind of methods we use to teach langueages self-regulating system is far more better . It not only makes them independent, but creates new skills for students as well.

REFERENCES:
1. Schunk, D. and Ertmer, P. (2000) Self-regulation and academic learning: Self-efficacy enhancing interventions. In J. Boekarts, P. Pintrich and M. Zeidner (eds) *Handbook of Self-Regulation*. Burlington, MA: Elsevier Academic Press
2. Dweck, C. (2007) The perils and promises of praise. *Educational Leadership*, 65(2), 34–39
3. Schunk, D. and Ertmer, P. (2000) Self-regulation and academic learning: Self-efficacy   enhancing interventions. In J. Boekarts, P. Pintrich and M. Zeidner (eds) *Handbook of Self-Regulation*. Burlington, MA: Elsevier Academic Press
4. Crocker, J. and Park, L. (2004) Reaping the benefits of pursuing self-esteem without the costs? Reply to DuBois and Flay (2004), Sheldon (2004), and Pyszczynski and Cox (2004), *Psychological Bulletin*, 130(3), 430–34. Crocker and Park (2004)
5. Crocker, J. and Park, L. (2004) Reaping the benefits of pursuing self-esteem without the costs? Reply to DuBois and Flay (2004), Sheldon (2004), and Pyszczynski and Cox (2004), *Psychological Bulletin*, 130(3), 430–34.
6. Dweck, C. (2007) The perils and promises of praise. *Educational Leadership*, 65(2), 34–39
7. Finn, J.D., Pannozzo, G.M. and Voelkl, K.E. (1995) Disruptive and inattentivewithdrawn behavior and achievement among fourth graders. *Elementary School Journal*, 95, 421–54.