

# Developing Students Attitudes Towards the Environment When Teaching a Foreign Languages

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**Annotation:** These days, Latin is taken as the common language in medical parts of the world. It may be a foreign language, but intermedical in its significance. Latin language is written, read and understood in most parts of the world. Because of this language, people of the world communicate and belong to the whole shares of the world. It is widely accepted that Latin has become the language of choice for many international scholarly journals. This article approach developing students attitudes towards the environment when teaching a foreign languages

**Key words:** Language, teachers, methods, attitude, students, development, motivation, classroom activities, factors.

## Introduction

Students' attitude towards learning is thought to be one of the most important issues in education today. Attitudes may vary in certain fields like psychology and education. Attitude contributes to the output of students' learning process. Learning Latin can be successful if the teacher correctly identifies the students' attitudes so that the teacher can construct a positive feeling that can counteract the negative feeling of the students. A positive attitude from the teachers affects the students' motivation, attitudes towards school and school work, their self-confidence and as a result personality development [1].

Learners can have mixed attitudes towards learning a new language. They might have a positive feeling about studying a new language and this can be their edge over the rest of the learners, or other students or teachers can give them a negative feeling about learning a new language which will hinder their language acquisition.[2].

The study on willingness to communicate in Latin as a second language suggests that students were willing to communicate with their medical friends or participate in group discussions, but they did not feel confident enough to initiate or continue their communication in unfamiliar situations like in public with friends [3].

Develop a friendly climate in which all students feel recognized and valued. Many students feel more comfortable participating in classroom activities after they know their teacher and their peers. Creating a safe and comfortable environment where everyone feels like a part of the whole is one of the most significant factors in encouraging motivation and good attitude. Doing so may take time as students adjust themselves to a new setting. At the beginning of the school year, you can provide students with a bright and colorful classroom with pictures and projects completed by the previous year's students. This gives students the impression that learning the target language will be easy and enjoyable. It also gives students a chance to learn from what is present in the environment. Pair and group activities can be used from the very outset, reducing the pressure of teacher-student interaction and allowing students to feel recognized by their peers. The feeling of becoming a part of the whole is one of the strongest motivational factors at the beginning of a school year. One ice-breaker that you could use to start this process is the nickname activity. Students can invent and write down a nickname (or use a nickname they already have). Arranged in a circle, each student has to stand up and explain his or her nickname. Along with introducing themselves, this fun activity gives students a chance to create a friendly and flexible classroom atmosphere.

Attitude can be defined in many ways : a feeling or opinion about something or someone, or a way of behaving that is caused by this ; the way you think and feel about someone or something ; a settled way of thinking or feeling about something. We can determine a certain attitude from our colleagues and from our students as well. It is a positive or negative response towards an object, situation or to an individual.

According to Melhim (2009), attitudes can be classified into two: positive and negative. Having a positive attitude is taking a decision of acceptance. It is the attitude that reveals the advantages of the subject to take up its value [4].

### **Attitude**

In its simplest definition, attitude refers to reaction towards an object that can be favorable, unfavorable, or in between. Baker states that attitude is considered as mentality phenomenon which cannot be examined and observed directly but it is manifested in the form of action. In line with the statement, Fishbein and Ajzen state that attitude can be described as a learned predisposition to respond in a consistently favorable and unfavorable manner with respect to a given object [5]. Based on the description above, attitude can be concluded as something which is learned towards an object in the early childhood through the process of socialization. In other words, attitudes cannot be observed directly but are demonstrated through actual behavior - for example, how an individual stands on his/her beliefs of an object, how an individual experiences a certain attitude of an object, how an individual behave towards an object, how an individual reacts towards their own language or the other language, and etc. So, attitude can represent internal thoughts, feelings and tendencies in behavior across a variety of contexts.

### **Attitude Towards Language**

Although attitudes cannot be observed directly and must be demonstrated through the actual behavior, but the attitudes towards language can be observed from the way of the language users in talking, in communicating, and in using the language itself. It means that, language cannot be separated from the attitude because language attitudes usually entail attitudes to the speakers of a particular language or dialect [6].

Based on the above description, it can be assumed that attitudes toward language can be formulated as the evaluation of language in positive and negative way. So that, the people's attitudes toward language who tend to use it will be based on several factors:

- 1) people believe that particular language has a benefit to them;
- 2) people tend to feel like to accept the variety of language, they will use it;
- 3) people's belief and feeling towards a particular language will make them react action to learn the language and use the language itself.

From the three components of attitudes toward the language above which are commonly affect each other, Crystal states that different communities have different kinds of attitudes and aspirations in relation to their language. It explains that peoples have different attitude with others that called as positive and negative attitude towards the language [7].

Motivation in second language learning is a complex phenomenon which can be defined in terms of two factors: learners' communicative needs and their attitudes towards the second language community. If learners need to speak the second language in a wide range of social situations or to fulfill professional ambitions, they will perceive the communicative value of the second language and will therefore be motivated to acquire proficiency in it. Similarly, if learners have favorable attitudes towards the speakers of the language, they will want more contact with them.

Gardner and Lambert (8) coined the terms integrative motivation to refer to language learning for personal growth and cultural enrichment, and instrumental motivation for language learning for more immediate or practical goals. Research has shown that these types of motivation are related to success in second language learning. Motivation plays a significant role in the process of learning a language. Language teachers cannot effectively teach a language if they do not understand the relationship between motivation and its effect on language acquisition. The core of motivation is what might be called passion, which relates to a person's intrinsic goals and desires. Successful learners know their preferences, their strengths and weaknesses, and effectively utilize strengths and compensate for weaknesses. Successful

language learning is linked to the learner's passion. And instructors should find ways to connect to this passion.

Learners need quality instruction, input, interaction, and opportunities for meaningful output, not only to make progress, but also to maintain motivation for language learning. A good teacher, then, must tap into the sources of intrinsic motivation and find ways to connect them with external motivational factors that can be brought to a classroom setting. This is especially significant when Latin is not seen as important to the students' immediate needs, other than to pass exams. Because learners have different purposes for studying a language, it is important for instructors to identify students' purposes and needs and to develop proper motivational strategies. Students should understand why they need to make an effort, how long they must sustain an activity, how hard they should pursue it, and how motivated they feel toward their pursuits. Motivation fluctuates, and it is challenging to keep language learners' motivation at a high level all the time. When designing a language course, teachers must take into consideration that each learner has different interests and expectations. One of the most important variables that influence the learners' attitudes towards learning a language is the teacher. It is the fact that the influence can be either positive or negative depending upon the teacher's knowledge of the subject matter, his attitude towards the students and the subject. Factors like teacher's personality, professional knowledge, enthusiasm, commitment and professional classroom management skills all have direct and multiple influences on the learners' learning motivation. As Dornyei indicates, students adopted similar beliefs, attitudes, expectation and associated behaviors through the channels of teacher's communication of beliefs, expectation and attitudes. If the teacher fulfills all the aforementioned qualities and he invites his learners systematically, learners will have better opportunities to develop a positive attitude towards learning the language.

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