



STRESS MANAGEMENT DURING LANGUAGE LEARNING PROCESS OF TO-BE-ESL TEACHERS

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ABSTRACT

Exams, tight deadlines and interpersonal conflicts are just a few examples of the many events that may result in high levels of stress in language learning for both students and teachers. Recent evidence further indicates that stress may hamper the updating of memories. Together, these stress-related changes may explain some of the hardships of learning and remembering under stress in the classroom. Taking these insights into consideration from psychology and neuroscience could bear the potential to facilitate processes of education for both students and teachers.

Stressful events are very common in educational settings, both for students and for teachers. A variety of exams, non-professional subjects, evaluations and deadlines create an enormous pressure to perform. This stress, however, can have a critical impact on learning and memory processes, which are at the heart of our educational system. Beyond their relevance in educational contexts, stress-induced alterations in learning and memory are also thought to contribute to stress-related mental disorders, such as major depressive disorder or post-traumatic stress disorder. Therefore, a large number of studies has been conducted to better understand how stress affects learning and memory. The effects of stress were found to be complex, though, with stress having both enhancing and impairing effects on memory, depending on the specific memory process or stage that is affected by stress and the activity profile of major physiological stress response systems.

Key words: *Cognition, interaction, disorder, comfort zone, memory formation, stressor, traumatic.*

INTRODUCTION

Stress affects on one's cognitive abilities such as memory and concentration. One of the secrets that infants are more likely to memorize and do not have hardships in language usage is absence of stress in their lives. But can the study process be a stress? Some scholars have found stress hampering in memory update process and therefore, useful. Interpersonal relations in classroom are also essential part of the process of both teacher-student and student-student interactions. Teachers are also not exceptions of stressfulness during learning.

Does a student need any deadline during language learning? Some people learn the language with ease in just 2 years or even less while others' learning process may long during their entire life. Demonstration of the result of learning, that is the usage of language, demands other new level of stress bareness and determination. Should students tend to have stress more than others? Those who have stress related mental disorders and depressive ones be rewarded or criticized more? So, both ways should be applied carefully. The atmosphere in class also plays vital role during the process. The reaction of each student is different towards the same information. Also, the cognition of each learner should be controlled observantly during studying. Students should be free of any thought out of the learning material and self-controlled, otherwise, they will associate language element with irrelevant things confusing their mind. Emotionally arousing events are typically very well-remembered.

MAIN PART

Concentration is an integral part of both language learning and applying process. In education, knowledge needs to be frequently updated by new facts or concepts relating to prior knowledge. In addition to its effects on memory encoding and retrieval, stress appears to impair this integration of new information into existing knowledge structures. Therefore, if there is a long period between learning and applying of something that is also type of stress of mind. To turn into active learner from passive learner of something stress-resistance is also required. One needs to be a good manager of him/her. Time-management and stress-management are keys to success in language learning process. Stress affects memory in a time-dependant manner, often enhancing memory formation around the time of the stressful encounter but impairing memory retrieval and the acquisition of information encoded long after the stressful event. We believe that the process of learning a language can help significantly with managing stress while giving you the best possible chance of succeeding

professionally. Studying in a challenging but supportive environment will allow you to explore and expand your comfort zone. The concept of the "comfort zone" has been an area of some debate in recent pedagogical researches. According to the theory, which has been widely accepted in many areas of personal development training, pushing yourself to try new things forces you outside of your comfort zone into a growth zone - the experience will be tough facing and overcoming challenges, you achieve personal growth the next time you come across a similar challenge, you will be less intimidated and can face it with the confidence of experience. Let us talk about how the language studying can help avoid stress. Some believe the learning language process can help significantly with managing stress while giving the best possible chance of succeeding professionally, as language skills are among the most desirable assets sought after by employers. Meanwhile, the soft skills can be developed during a language course. Emotionally arousing events are normally very well-remembered. Likewise, individuals who experienced traumatic events or accidents may suffer from very vivid memories of these events, suggesting that severe stress during or just before encoding may boost memory formation. In line with these observations, studies indicated that also lower levels of stress during or just before learning may strengthen human memory. This effect of stress on encoding was often stronger for emotional compared with neutral learning material. For instance, a native speaker comes into the class of freshmen, who are lack of knowledge to comprehend him/her properly. However, it is a widely known fact that in a shortest period of time they will start interacting in a quite normal way. One of the factors of that is reasonable amount of stress occurring in students' cognition.

CONCLUSION

Another factor alleviating the influence of stress in future ESL teachers' classes on learning is the correspondence between the stressful context and the learning material. A bright example for that is stress during professional learning enhanced memory for material that was related to the context of the stressful task and thus presumably more relevant. Materials unrelated to an ongoing stressor, however, are generally not very well-remembered in the future. Despite the fact that many studies showing a stress-related learning enhancement if stressor and learning coincide, some studies found the opposite effect. This divergence might be due to other factors than just the timing of the stressful encounter, such as differences in the interval between study and retrieval or individual differences due to gender, genetics or the developmental background. In sum, being moderately stressed can enhance memory

formation for emotional material and information that is related to the stressful context, whereas stress may impair the encoding of stressor-unrelated material.

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