

## THE ROLE OF SELF-EFFICACY IN LANGUAGE LEARNING SUCCESS

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**Annotatsiya.** Mazkur maqolada til o'rganishda self-efficacy, ya'ni o'ziga ishonchning roli o'rganiladi. Tadqiqot Bandura ijtimoiy-kognitiv nazariyasiga asoslanib, talabalarning o'z imkoniyatlariga bo'lgan ishonchi ularning motivatsiyasi, o'quv strategiyalari, qat'iyligi va natijalariga qanday ta'sir qilishini tahlil qiladi. Tadqiqot sifatli-deskriptiv metod asosida ilmiy manbalarni tahlil qilish orqali amalga oshirildi. Natijalar shuni ko'rsatadiki, yuqori self-efficacyga ega talabalar faolroq, mustaqilroq va samaraliroq o'rganadi, past self-efficacy esa xavotir va chekinishga olib keladi. Shuningdek, o'qituvchi va o'quv muhiti self-efficacyni shakllantirishda muhim rol o'ynaydi.

**Kalit so'zlar:** self-efficacy, til o'rganish, motivatsiya, talabalar, avtonomiya, EFL.

**Аннотация.** В статье рассматривается роль самоэффективности в успешном изучении иностранного языка в высшем образовании. Исследование основано на социально-когнитивной теории Бандуры и направлено на анализ влияния веры студентов в собственные способности на их мотивацию, стратегии обучения и академические результаты. Использован качественно-описательный анализ двенадцати научных источников. Результаты показывают, что высокий уровень самоэффективности способствует активному обучению, развитию автономии и устойчивости, тогда как низкий уровень приводит к тревожности и избеганию. Также подчеркивается роль преподавателя и образовательной среды.

**Ключевые слова:** самоэффективность, изучение языка, мотивация, студенты, обучение.

**Annotation.** This article explores the role of self-efficacy in second language learning success, particularly within university-level education. Grounded in Bandura's social cognitive theory, the study examines how learners' beliefs about their abilities influence motivation, strategy use, persistence, and academic performance. A qualitative-descriptive approach based on the analysis of twelve academic sources was employed. The findings demonstrate that self-efficacy significantly affects learners' engagement, emotional responses, and willingness to communicate. High self-efficacy is associated with increased autonomy, resilience, and effective learning strategies, whereas low self-efficacy leads to anxiety and avoidance behavior. The study also highlights the role of teachers and learning environments in shaping self-efficacy beliefs. Pedagogical implications for enhancing self-efficacy in language classrooms are discussed.

**Keywords:** self-efficacy, language learning, motivation, learner beliefs, EFL, autonomy, academic success.

**Introduction.** In contemporary second language acquisition research, the role of individual learner differences has gained increasing attention, with self-efficacy emerging as one of the most influential psychological constructs. Self-efficacy, defined as an individual's belief in their ability to successfully perform specific tasks, plays a crucial role in shaping learning behaviors and outcomes (Bandura, 1997). In the context of language learning, self-efficacy influences not only learners' motivation but also their willingness to engage in communicative activities, persistence in overcoming difficulties, and overall academic achievement. University students, in particular, face complex linguistic, cognitive, and emotional challenges that require sustained effort and

confidence. Unlike younger learners, university students often experience greater autonomy but also increased academic pressure, which can significantly affect their self-efficacy beliefs. Learners with strong self-efficacy are more likely to embrace challenges, adopt effective learning strategies, and maintain motivation over time. Conversely, those with low self-efficacy tend to avoid difficult tasks, experience higher levels of anxiety, and demonstrate lower levels of engagement. The theoretical foundation of this study is grounded in Bandura's social cognitive theory, which emphasizes the interaction between personal beliefs, behavior, and environmental factors. According to this framework, self-efficacy is not a fixed trait but a dynamic belief system that evolves through experience. In language learning contexts, this dynamic nature becomes particularly important, as learners continuously evaluate their abilities based on feedback, performance, and social interaction. The purpose of this study is to examine the role of self-efficacy in language learning success at the university level, focusing on its impact on motivation, strategy use, emotional regulation, and academic performance. Additionally, the study aims to explore how educational practices can enhance learners' self-efficacy and improve learning outcomes.

**Materials and methods.** The present study employs a qualitative-descriptive research design, which is particularly suitable for investigating complex psychological constructs such as self-efficacy within educational contexts. Qualitative approaches allow for an in-depth exploration of learners' beliefs, perceptions, and experiences, which are central to understanding how self-efficacy operates in language learning environments (Hsieh & Schallert, 2008). The research is grounded in a comprehensive analysis of twelve academic sources, including both foundational theoretical works and recent empirical studies in the fields of educational psychology and applied linguistics. These sources were carefully selected based on their relevance to the research topic, academic credibility, and their significant contribution to the study of self-efficacy in second language acquisition (Bandura, 1997; Mills et al., 2007). The analysis was conducted using a thematic approach, which involved identifying recurring concepts, patterns, and relationships across the literature. These themes were then systematically categorized into broader dimensions, including motivation, learner autonomy, emotional factors, and instructional influences. Such categorization enables a structured interpretation of how self-efficacy manifests across different aspects of the language learning process (Zimmerman, 2000). Furthermore, thematic analysis allows for the synthesis of diverse findings into a coherent framework that reflects the multifaceted nature of self-efficacy. The theoretical framework of the study is primarily based on Bandura's concept of self-efficacy, which emphasizes the role of belief systems in shaping behavior and performance. This framework is complemented by related theories of motivation and learner engagement, including self-determination theory (Deci & Ryan, 1985) and L2 motivation research (Dörnyei, 2005). Together, these perspectives provide an integrated and systematic understanding of how

self-efficacy interacts with cognitive, emotional, and social factors in shaping successful language learning outcomes.

**Results and discussion.** The analysis of the selected literature reveals that self-efficacy plays a central and multifaceted role in language learning success. One of the primary ways in which self-efficacy influences learning is through its impact on motivation. Learners with high self-efficacy are more likely to set challenging goals, invest effort, and persist in the face of difficulties. This finding is consistent with Bandura's (1997) assertion that self-efficacy beliefs determine the level of effort and perseverance individuals are willing to exert. Another important aspect of self-efficacy is its influence on learning strategies. Research indicates that learners with strong self-efficacy are more likely to employ effective cognitive and metacognitive strategies, such as planning, monitoring, and evaluating their learning processes (Zimmerman, 2000). These strategies are essential for language acquisition, as they enable learners to actively engage with the material and regulate their own learning. Self-efficacy also affects learners' emotional experiences in the classroom. Students with high self-efficacy tend to experience lower levels of anxiety and greater confidence in their abilities, which enhances their willingness to communicate in the target language. In contrast, low self-efficacy is often associated with language anxiety, fear of making mistakes, and avoidance of participation (Mills et al., 2007). These emotional factors can significantly hinder language development. Furthermore, the role of teachers in shaping self-efficacy cannot be overstated. Teachers influence learners' beliefs through feedback, instructional practices, and classroom climate. Positive reinforcement, constructive feedback, and opportunities for success can strengthen self-efficacy, while negative feedback and unrealistic expectations may undermine it (Schunk, 1991). In this regard, the learning environment plays a crucial role in either supporting or hindering the development of self-efficacy. Another significant factor is the role of mastery experiences, which are considered the most powerful source of self-efficacy. Successful completion of tasks reinforces learners' belief in their abilities, leading to increased motivation and improved performance. Conversely, repeated failure can weaken self-efficacy and reduce learners' willingness to engage in future tasks. The findings also emphasize the dynamic nature of self-efficacy. As learners gain experience and receive feedback, their beliefs about their abilities evolve. This highlights the importance of continuous support and adaptive teaching strategies that respond to learners' changing needs.

**Conclusions.** The study confirms that self-efficacy is a critical determinant of language learning success, influencing motivation, strategy use, emotional regulation, and academic performance. Learners with high self-efficacy demonstrate greater persistence, autonomy, and engagement, which ultimately lead to better learning outcomes. The findings suggest that educators should focus on fostering self-efficacy by creating supportive learning environments, providing constructive feedback, and designing tasks

that promote successful experiences. By enhancing learners' confidence in their abilities, teachers can significantly improve the effectiveness of language instruction. In conclusion, self-efficacy should be considered a central component of language education, particularly in higher education contexts where learners face complex challenges. Future research should explore the interaction between self-efficacy and other psychological variables to further enhance our understanding of language learning processes.

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