

CONCEPTUALIZATION OF ATTITUDE THEORY IN THE INTERPRETATION FOREIGN LANGUAGE

Otaqulova D.

Otaqulova Dildora – Teacher,
SUBJECT ENGLISH LANGUAGE, SCHOOL № 18, BAYAVUT DISTRICT,
SYRDARYA REGION, REPUBLIC OF UZBEKISTAN

Abstract: *an attitude is a hypothetical construct that represents an individual's degree of like or dislike for something. Attitudes are generally positive or negative views of a person, place, thing, or event - this is often referred to as the attitude object. People can also be conflicted or ambivalent toward an object, meaning that they simultaneously possess both positive and negative attitudes toward the item in question.*

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Mantle-Bromley [1] wrote, "What is termed *attitude* refers to affect and is evaluative, emotional reaction (i.e., the degree of like, or dislike associated with attitudinal object)." Attitudes very often come in pairs. The main (but not only) attitude dualities are the following:

- ✓ Consciousness and the unconscious. The "presence of two attitudes is extremely frequent, one conscious and the other unconscious. This means that consciousness has a constellation of contents different from that of the unconscious, a duality particularly evident in neurosis" [2].

- ✓ Extraversion and introversion. This pair is so elementary to Jung's theory of types that he labeled them the "attitude-types".

- ✓ Rational and irrational attitudes. "I conceive reason as an attitude" (par. 785). The rational attitude subdivides into the thinking and feeling psychological functions, each with its attitude. The irrational attitude subdivides into the sensing and intuition psychological functions, each with its attitude. "There is thus a typical thinking, feeling, sensation, and intuitive attitude" [3].

- ✓ Individual and social attitudes. Many of the latter are "isms".

In addition, Jung discusses the abstract attitude. "When I take an abstract attitude..." (par. 679). Abstraction is contrasted with concretism. "CONCRETISM. By this I mean a peculiarity of thinking and feeling which is the antithesis of abstraction" (par. 696). For example, 'I hate his attitude for being Sarcastic.'

Attitudes are judgments. They develop on the ABC model (affect, behavior, and cognition). In other words, attitudes include three components: affect, behavior, and cognition. The *affective* response is an emotional response that expresses an individual's degree of preference for an entity. So the affective component deals with feelings toward an attitudinal object. Attitudes toward the teacher, class, language, and culture are believed to be significantly related to students' language achievement. The second component, the *behavioral* intention, is a verbal indication or typical behavioral tendency of an individual. And first of all, behavior deals with the intentions or actions related to attitudinal objects.

Thus, attitudes can be changed through persuasion and we should understand attitude change as a response to communication. Experimental research into the factors that can affect the persuasiveness of a message include:

Target Characteristics: These are characteristics that refer to the person who receives and processes a message. One such trait is intelligence - it seems that more intelligent people are less easily persuaded by one-sided messages. Another variable that has been studied in this category is self-esteem. Although it is sometimes thought that those higher in self-esteem are less easily persuaded, there is some evidence that the relationship between self-esteem and persuasibility is actually curvilinear, with people of moderate self-esteem being more easily persuaded than both those of high and low self-esteem levels [4]. The mind frame and mood of the target also plays a role in this process.

Source Characteristics: The major source characteristics are expertise, trustworthiness and interpersonal attraction or attractiveness. The credibility of a perceived message has been found to be a key variable here; if one reads a report about a new method and believes it came from a professional scientific journal, one may be more easily persuaded than if one believes it is from a popular newspaper. Some psychologists have debated whether this is a long-lasting effect and Holland and Weiss [3] found the effect of telling people that a message came from a credible source disappeared after several weeks (the so-called "sleeper effect"). Whether there is a sleeper effect is controversial. Perceived wisdom is that if people are informed of the source of a message before hearing it, there is less likelihood of a sleeper effect than if they are told a message and then told its source.

Message Characteristics: The nature of the message plays a role in persuasion. Sometimes presenting both sides of a story is useful to help change attitudes.

Cognitive Routes: A message can appeal to an individual's cognitive evaluation to help change an attitude. In the *central route* to persuasion the individual is presented with the data and motivated to evaluate the data and arrive at an attitude changing conclusion. In the *peripheral route* to attitude change, the individual is encouraged to not look at the content but at the source. This is commonly seen in modern educational and scientific

programs. In some cases, scientists or experts are used. In other cases celebrities are used for their attractiveness.

So each attitudinal component is equally valuable and encompasses the students' overall attitude toward the language and culture. As attitudes are usually defined as a disposition or tendency to respond positively or negatively towards a certain thing (idea, object, person, situation), they encompass, or are closely related to, our opinions and beliefs and are based upon our experiences. Since attitudes often relate in some way to interaction with others, they represent an important link between cognitive and social psychology. As far as instruction is concerned, a great deal of interpretation involves acquiring or changing attitudes. Attitude change is especially relevant to versions of translations from one foreign language into another.

References

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