

# THE IMPACT OF MOTIVATION ON ENGLISH LANGUAGE LEARNING

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## Abstract

This article discusses the development of effective teaching materials in English. Motivation plays a primary role in learning foreign languages. The search for optimal means of increasing it is an objective need in the field of education. Taking into account the data of pragma linguistics and the changed status of a foreign language as the main means of intercultural communication, modern methodology emphasizes the need to strengthen motivational aspects in learning a language.

**Keywords:** Motivation, types of motivation, foreign language, English, communicative competence, teaching methods, efficiency.

## Introduction

In the modern world, in the context of constant intercultural interaction, knowledge of foreign languages is a key aspect of successful communication. Learning English, recognized as an international language, takes a priority position in solving the issue of communication with representatives of other countries and cultures. The connection between language and thinking occupies a central place in theoretical linguistics and the philosophy of language. As studies have shown, immersion in another language is not purely applied in nature and is not limited to communication in this language, but also involves a deep, spiritual process - understanding the mentality of the inhabitants of the country of the studied language as a set of psychological and behavioral attitudes, traditions, value orientations, way of thinking, and worldview[5]. According to the Great Explanatory Dictionary of Cultural Studies by B. I. Kononenko, mentality "forms a corresponding picture of the world" and largely determines the way of life, human behavior and the form of relationships between people [1]. Motivation plays a fundamental role at all stages of learning a foreign language. The very concept of "motivation" (from the Latin «movere» - «to move») came to linguodidactics from psychology, where a distinction is made between "motive" and "motivation", emphasizing a narrower characteristic of the former. According to L. I. Bozhovich, "motive is what an activity is carried out for" [2], it is always an internal parameter of the subject, which motivates him from within to perform actions. Motive, along with needs, goals and intentions, constitutes motivation, an external characteristic of the process of implementing an activity. I. A. Zimnyaya defines motivation as a set of reasons that psychologically explain human behavior. Motivation represents the energetic side and direction of behavior. It determines a person's choice, gives him strength and persistence, and makes his behavior expedient [3].

Academic motivation is a specific type of motivation included in educational activities. The motive in academic motivation is the students' focus on individual aspects of the educational process: for example, gaining knowledge, getting a good grade, receiving praise from parents, or building desired relationships with peers. Academic motivation is determined by a number of factors: the educational system, the educational institution, the organization of the educational process, the individual characteristics of the student (gender, age, intellectual abilities, self-esteem), the personal characteristics of the teacher and his or her attitude to pedagogical activity, and the specifics of the subject [5].

Speaking about the types of motivation, we distinguish between external, internal, positive, and negative motivation. External motivation is formed mainly by social circumstances, and not by the content of the subject itself. A student can be driven by the motive of achievement, that is, the desire to succeed in learning a language, get a high grade, a diploma, an award at a competition, or by the motive of self-affirmation, when it is important to earn the approval of other people and achieve a certain status in society by learning a foreign language. The identification motive is based on the student's desire to be like an authoritative figure, a hero, or an idol. This motive determines, for example, a student's desire to study well in order to understand the lyrics of a favorite foreign band. The affiliation motive encourages one to study a foreign language in order to communicate with foreign friends. A student who perceives a foreign language as a means of spiritual enrichment and general development is driven by the self-development motive. And finally, the prosaically motive comes to the fore when a person studies a foreign language because he or she is aware of the social significance of learning [4]. External motivation can also be of a narrowly personal nature if mastering a foreign language is perceived as a path to personal well-being. In most cases, external motivation is distant, distant, and aimed at achieving the final result of learning. However, it is worth considering that its stimulating effect on the learning process is often quite significant. To make maximum use of such an incentive, it seems important to demonstrate to student's progress in mastering the language at each point in the learning process.

External motivation is linked with internal motivation and is supported by it. Internal motivation is close and relevant to its subject and is determined by the nature of the activity as such. In relation to learning a foreign language, the following variations of internal motivation are distinguished: communicative (direct communication in the language being studied), linguacognitive (positive attitude towards the language) and instrumental (positive attitude towards various types of work). The communicative variety of internal motivation is decisive in mastering a foreign language, since it contains the first and natural need of language learners - communication skills. The ability to communicate, read and write in a foreign language, to understand foreign speech are basic communicative needs. A foreign language lesson has its own specifics, since the main goal of training is the formation of communicative competence of students. A speech warm-up at the beginning of a lesson already represents a communicative introduction, and speech tasks during the lesson reinforce its communicative focus. The student's acceptance of the task is the starting point for the emergence of motivation. It is important to emphasize the teacher's ability to formulate the lesson task based on the students'

level of language proficiency and their age characteristics. Modern didactics requires a foreign language lesson to have a specific conversational topic with a stated problem and to use such collective forms of teaching as work in pairs, groups, dramatization, role-playing games. Collective forms of work are desirable in a lesson, since they correspond to the very essence of language as a means of communication, which presupposes the presence of partners.

It is worth noting the difficulties in maintaining communicative motivation in the atmosphere of the native language, when a foreign language acts as a kind of artificial means of communication and the so-called "real situations" are not genuine. Teaching a foreign language based on communicative tasks introduces students to a foreign language culture and participation in a dialogue of cultures, which is currently considered a global goal of mastering a foreign language. Maintaining students' interest in the language as such refers to linguacognitive internal motivation. This type of motivation is formed directly through stimulating search activity in the language material and developing linguistic guesswork, as well as indirectly through communicative motivation. A positive attitude of students to certain types of work forms instrumental motivation [1]. The main task of the teacher is not to familiarize students with the work on the language material contained in the textbook, but to manage their independent activities. Thus, the teacher sets a specific goal that students should reach in the course of their acquaintance with the language material, thereby fulfilling the function of a source of information, and helps students concentrate their attention on important aspects of the language material, fulfilling the function of a manager of the process of forming skills and developing abilities. Instrumental motivation takes into account the temperament of the students and gives each of them the opportunity to express themselves in the work that they like best.

A distinction is also made between positive and negative motivations. The construction "If I study English, I will get an excellent grade on the exam" denotes positive motivation. The construction "If I fail the exam, I will be expelled" denotes negative motivation. A survey conducted by specialists among students majoring in non-linguistics showed that most respondents are driven by a prosaically motive when studying a foreign language at a university ("it is required by the curriculum", "so as not to be expelled", etc.). The learning process is perceived by such students as forced behavior. A small number of students indicated a motive for self-affirmation ("to build a successful career") and a motive for affiliation ("to travel", "to communicate with foreigners"). Only 5% of students have internal motivation: they study a foreign language because they like it. It can be concluded that students are mainly driven by external motives, with a significant share of motivation being negative. This is perceived as a kind of contradiction, since the prestige of foreign language proficiency and its importance in public life have grown, and these circumstances should have created positive motivation [2]. However, as we can see, this is far from always the case.

Learning motivation is a necessary condition for a successful educational process. It is necessary to encourage students to work and maintain their interest in the language being studied, since this deepens their thinking, facilitates the perception of material and memorization. Considering motivation as the main driving force in learning a foreign language,

it is important to note that motives always refer to a person's internal urges. Thus, the formation of learning motives is the creation by the teacher of conditions under which the student has an internal desire to learn a foreign language. In order to form a desire to achieve the intended goal in a student, the teacher must have a genuine interest in his or her activities and an objective attitude to the successes and failures of students. Each student must be motivated to succeed, and this is the primary task of the teacher [3]. To solve it, the teacher should mentally put himself or herself in the shoes of his or her student from time to time. Then additional opportunities for understanding the motives of his or her activities, as well as the ways of their development and adjustment, will open up. A necessary condition for such an imaginary "reincarnation" is a good knowledge of one's students. The success of learning and students' attitudes towards the subject are largely determined by how interesting and emotionally the teacher conducts the lesson.

The main problem of motivation is not how to initially form it, but how to further maintain and increase it. The following conditions can contribute to success here:

development of a special system of exercises, by performing which students would feel the result of their activity;

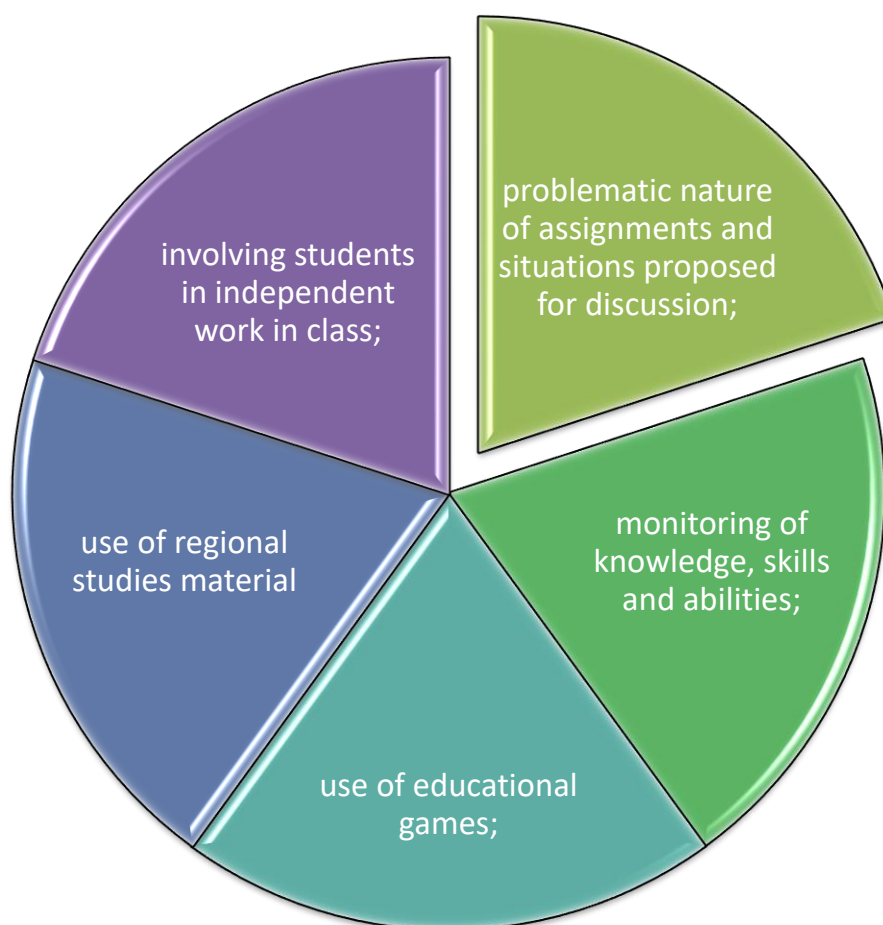
involvement of the emotional sphere of students in the learning process;

a well-thought-out set of measures of pedagogical influence, in particular the presence of incentives and reinforcement of results;

use of audiovisual means and personal individualization in lessons;

development of a system of extracurricular activities that increase interest in learning the language.

Based on my own teaching experience and the observations of other authors, we can highlight the main aspects of teaching that contribute to increasing positive motivation:



Among the problems that students most often face and that reduce their motivation to learn are the following:

- ✓ lack of linguistic and speech means to express one's own thoughts and ideas in a foreign language;
- ✓ fear of making a mistake;
- ✓ lack of understanding of how to complete a specific task;
- ✓ lack of interest in the topic under discussion or the subject as a whole;
- ✓ monotony of tasks;
- ✓ fatigue from prolonged communication in a foreign language;
- ✓ factors associated with the individual physiological and psychological characteristics of students [5].

Timely identification of each of these problems allows the teacher to eliminate it as quickly as possible and maintain the student group's learning motivation at a consistently high level.



Motivation plays a leading role in teaching a foreign language. Based on this, the teacher should have, if possible, all the means of its formation and methods of its improvement available today in the conditions of a specific educational institution. Motivation is an aspect of the student's subjective world, it is determined by his own motivations and passions, conscious needs. The formation of motivation is, first of all, the creation by the teacher of conditions for the manifestation of internal motivations for learning, their awareness by the students themselves and further self-development of the motivational-value sphere. Motivation is of decisive importance for the activation of all psychological processes - thinking, perception, understanding and assimilation of foreign language material.

Thus, it is necessary to increase the level of motivation, promoting the development of intellectual activity in those studying a foreign language and ultimately striving to increase the effectiveness of the learning process. Developing learning motivation is a purposeful and long-term process. The systematic use of various methods to increase learning motivation strengthens students' desire to acquire knowledge and forms a lasting interest in mastering a foreign language.

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