

## IMPROVING STUDENTS' INTEREST IN LEARNING ENGLISH

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**Annotation:** *In education, motivation helps children and young people to focus their attention on a key goal or outcome. In doing so, they are unfazed by possible distractions, and are therefore able to maintain their attention during longer periods of time. Motivated students are much more likely to achieve their potential and find success. Motivation is an essential ingredient in effective teaching and learning. It not only yields more positive behaviour in students, but it also contributes to a greater sense of wellbeing. Understanding how to motivate children and young people in education is crucial, if we are to provide them with the best possible start in life. Motivation can be viewed as a force that drives a person to initiate an action and to keep going until goals are achieved.*

**Keywords:** *motivation, context, importance, future, task, determination, rewards, Modeling*

Motivation plays an important role in the success of foreign language learning and although it is not the main factor, in the context of the lesson it can determine whether or not students achieve their goals. Lack of motivation leads to a lack of effort and ultimately lack of success. Because of the great importance that motivation plays in learning a foreign language, for this project I looked at the impact of motivation on language learning. Motivation can be viewed as a force that drives a person to initiate an action and persevere until goals are achieved. Our past actions, and particularly the way we interpret our past successes and failures, will determine our present and future behavior, and we will be more motivated to do something of our own accord than something we are forced to do. No one can deny that our likes or dislikes (attitudes) also play an important role in deciding what we do or don't do. However, without sufficient motivation, even the brightest learners are unlikely to persevere long enough to learn a truly useful language. Human motivation theorists and researchers point to two types of motivation: intrinsic and extrinsic. Intrinsic motivation refers to a person's inner desire to complete a specific task or the feeling of satisfaction in completing or even working on a task. On the other hand, extrinsic motivation refers to the external factors that drive a person to achieve something. It refers to rewards such as money or grades, and these rewards provide satisfaction and joy that the task itself may not provide. However, intrinsic motivation does not mean that a person does not seek rewards. It just means that such external rewards are not enough to keep a person motivated.

Although both types of motivation are considered critical determinants of student performance in language learning, most research shows that intrinsically motivated

students were able to achieve higher levels of success in learning an L2 than other extrinsically motivated students and without the inclusion of external rewards. That being said, intrinsically motivated students have more benefits as there is evidence that intrinsic motivation is better at promoting student learning and achievement than extrinsic motivation. Students' motivation in foreign language learning is influenced by several factors such as gender, age, culture, personal interests, past actions, expectations, social or effective factors, environment, and so on. However, everyone knows that keeping our students motivated is not an easy task and apart from these factors, the behavior of the teachers, the methodology, the materials, the structure of the course, or even the informal interactions between teacher and student also play a big one

Roll a Roll 1 Influencing students' propensity to learn a foreign language.

This thesis aims to find out to what extent different factors influence the motivation and performance of these students in foreign language learning, as well as to discuss some motivational strategies to increase the motivation of these students. When learning a language, students can be more motivated when they receive the necessary guidance to complete the activities. Providing step-by-step instructions and sufficient support throughout the different phases of the lesson increases student motivation by keeping them on task, controlling their behavior, and avoiding confusion during the lesson. Give the students a task that they could not do on their own. The term refers to the zone of proximal development (ZPD) and is defined as the distance between the actual developmental level, determined by independent problem-solving, and the potential developmental level, determined by problem-solving under adult guidance or in collaboration with more competent individuals described by colleagues (p. 86).

More specifically, teachers customize lessons by adjusting the level and amount of support to students' cognitive abilities. For example, if a student is struggling with a specific task, over time the teacher will provide more support and less support as the student masters the task. The authors argued that an instructional strategy qualifies as a scaffold when it is deployed in an unplanned manner and the teacher gradually transfers responsibility to the student. Some of these techniques or means to support teaching is Modeling. Of all our senses, sight is the one we learn best with, so trainers should always show students a sample of the expected product or production before actually asking them to perform an activity. For example, when a teacher is matching a narrative essay, a model should be presented along with the assessment rubric to guide students and inform them of the expected outcome. The second type of modeling is talk-aloud, which requires the teacher to verbalize the thought process or problem-solving strategy while demonstrating the task. In the case of language learning, this can happen while the grammar is being explained explicitly or while an activity such as a scavenger hunt or web quest is being solved.

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