

THE ROLE OF MOTIVATION IN LEARNING FOREIGN LANGUAGES

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Abstract: *The article deals with the peculiarities of motivation for learning foreign languages, describes internal and external, integrative and instrumental motivation. Motivation formation factors are presented.*

Keywords: *foreign languages; education; motivation; motivation formation factors*

Relevance

Motivation for learning plays one of the most important roles in learning a foreign language. Motivation has a positive effect on student success in learning. Motivated students see a certain meaning in learning and therefore, for example, put more effort into learning, are more focused and less tired when learning.

The purpose of the work is to identify the most effective factors aimed at strengthening the motivation to learn foreign languages.

The tasks of the work are:

- definition of types of motivation;
- identification of the most effective factors in the formation of motivation for the study of foreign languages.

Research methods. To achieve the goal that was set in this study, modern methods of cognition of phenomena and processes were used. These methods are general scientific methods, such as: the dialectical and system method, as well as private methods, such as: descriptive-analytical, system-structural, and statistical method.

The scientific novelty of this article is based on the range of analyzed issues related to the formation of motivation for learning foreign languages.

Main part.

Motivation is often divided into intrinsic and extrinsic motivation. Motivation is closely related to Desi and Rhine's theory of self-determination. The theory of self-determination draws attention to the motivationally significant difference between situations where we ourselves can set a goal or task, and situations where someone else determines the goal or task for us. Distinguish between action, self-determining behavior and controlling action. Independent action is when a person acts on the basis of his own decision, spontaneously, without coercion and experiences pleasure, freedom. With controlled, controlled behavior, a person has no choice, he is forced to perform a given activity, and this causes such negative emotions as tension and nervousness. It is important that with self-determined behavior, the internal motivation of the individual is higher than with controlled behavior.

When behavior comes from the person himself, naturally and spontaneously, it is intrinsically motivated. The task itself is a reward for a person. In particular, with regard to intrinsic motivation for learning. A student can be considered intrinsically motivated when he studies, because learning is a source of knowledge for him, and thus the learning activity itself satisfies his need for knowledge. In this concept, intrinsic motivation for learning is understood as motivation that arises mainly from cognitive needs.

Needs are one of the sources of human behavior motivation. The internal motivation of students has a positive effect on their success and the quality of education. Students who are interested in what they are learning can, for example, concentrate better, they enjoy learning itself.

If behavior is motivated by extrinsic rewards and incentives, we speak of extrinsic motivation. We speak of external motivation for learning if other needs are satisfied through learning activity, which are initially independent of it. Students with extrinsic motivation study, for example, to praise the teacher, get good grades, make their parents happy about their success in school, admire classmates, or increase their chances of getting into school, university, etc. [3, p.8]. Learning in itself, that is, learning new things, is no longer of such interest to students as with intrinsic motivation. The disadvantage of extrinsic motivation for learning is that it only works at a time when learning is a tool for the student to receive this external reward. For example, students who study a foreign language or any other subject at school only because of good grades and successful completion of school will not continue to focus on that foreign language or other subject after graduation. [4, p.79].

In the case of motivation to learn a foreign language, the difference between integrative and instrumental motivation is also known from Canadian psychologists Robert Gardner and Wallace Lambert. We are talking about integrative motivation when a person wants to learn a foreign language because he is interested in the culture of the country of this language, representatives of this culture and the language itself. On the other hand, a person wants to become a member of this culture himself, perhaps he wants to live in this country. We are talking about instrumental motivation when a person learns a foreign language because of its usefulness. Integrative motivation has a greater influence on the successful acquisition of a foreign language, but this hypothesis has not been confirmed in any way. Instrumental motivation is also very useful in the learning process. One example pointing to the usefulness of instrumental motivation is a study demonstrating the positive impact of instrumental motivation even in relation to the anti-integrative motivation of Mexican immigrants in the US in language learning. Newer theories do not consider the distinction between integrative and instrumental motivation significant, since both types of motivation can positively influence the learning process, and neither of these types of motivation, as a rule, is superior to the other. In addition, a person can be motivated both instrumentally and integratively [2, p. 175].

A natural question arises, how to stimulate or increase the motivation of students to learn, what role, for example, the teacher plays in this. There are several factors that can increase or decrease a student's motivation to learn.

These factors include: the role of the teacher; teacher feedback on student performance; awards and evaluations; Success that increases student self-confidence; attribution of causes;

student's interest in the language setting goals, prospective orientation of students; pleasant, relaxed and motivating atmosphere during classes; learning should be stimulating and fun.

Conclusions.

Thus, it can be noted that the role of motivation in the process of teaching foreign languages is very important. It is important for the teacher to remember this, it is necessary to individually select factors that increase the motivation of students in order to optimize the educational process. It is necessary to say that the high level of motivation serves as a success indicator in education that is why its achievement is one of the priority directions of learning standards. And the role of any teacher is very important - he has a great responsibility to make students learn the subject with pleasure and believe in their own abilities. And responsibility of the teacher is a intention for constant search, changes, flexibility in decision-making. Any bearing responsibility has to be rewarded, and an award for the teacher is motivated students.

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