

THE ROLE OF MOTIVATION IN LEARNING ENGLISH AS A FOREIGN LANGUAGE: IMPLEMENTATION OF THE SELF-SYSTEM THEORY IN THE UZBEK CONTEXT.**Mokhira Khikmatova***Teacher of English Faculty, Department of Integrated English course, Uzbekistan State World Languages University*

Abstract. *This article delves into the pivotal role of motivation in the context of English language learning, with a specific emphasis on the application of self-system theory within the unique setting of Uzbekistan. The research underscores the significance of self-system theory, a psychological framework that elucidates the dynamic interplay between individuals' beliefs, goals, and emotions in shaping motivation. Through an exploration of the Uzbek educational landscape, the study aims to unravel the nuanced ways in which self-system theory manifests in the motivation of English learners. By shedding light on these dynamics, the findings contribute valuable insights for educators, policymakers, and researchers seeking to enhance English language education in the Uzbek context, ultimately fostering a more effective and learner-centric approach.*

Key words. *Motivation, self-system, learners, teachers, and the English language.*

Motivation helps people overcome the majority of challenging situations. It has also evolved into a crucial part of learning both a foreign language and a second language (L2), as it is considered a core teaching strategy. Dornyei (1990) stated that even people with extraordinary abilities cannot complete long-term goals without enough motivation. As a result, there are some concerns about whether it is an important aspect of language learning as well as how teachers teach it in their classes. After Gardner and Lambert (1972) presented a thorough review of the findings of a more than decade-long research program, the study of motivation in second language acquisition gained prominence as a field of study. They discovered that a learner's emotional tendency towards a particular linguistic community was a key factor in language proficiency. As a result, they developed the idea of integrative motivation, which is characterized by a strong personal goal on the part of the person to learn the language of a highly appreciated second language community to communicate more effectively with that community. Additionally, there is instrumental motivation, in which a learner is motivated to acquire a language because of the practical, pragmatic advantages of doing so, like a higher position in the workplace or a higher wage (Gardner, 1982). Instrumentality and integrativeness were later claimed by Gardner and MacIntyre (1991) and Dornyei (2001b) to be forms of orientation rather than real types of motivation. In other words, multiple requirements may be satisfied in learning an L2 depending on whether a learner's primary focus or aim is educational or

profession-related (instrumental) or culturally or ethnically oriented (integrative). The topic of motivation has received a great deal of interest, especially in the field of SLA. However, generalizations can obscure a clear knowledge of what motivation is and what its constituent parts are. Considering this, I think motivation is an aspect of language learning that needs careful consideration because it will not only result in students excelling in their talents but also in improved target language acquisition. Numerous studies on the topic were evaluated to contextualize the study. The "L2 Motivational Self-System" (Dornyei, 2005) is a new strategy that will be explored along with a comprehensive theoretical justification of the idea. The task will illustrate the fundamental assumptions of the technique and show how, in my opinion, it broadens the scope of second language acquisition studies. Furthermore, to support the point made, the suitability of the theory in my teaching experience will also be discussed.

The focus of this essay will be on the Uzbek learning setting, including characteristics of Uzbek society that might inspire or deter undergraduates from improving their language skills. After that, the point of whether the self-system concept applies to those Uzbek students will be brought up. This essay's goals are to define motivation, go over its numerous forms, look at self-system theory, analyze it, and then apply it to second-language instruction from an Uzbek perspective.

Self-system theory

According to Dornyei (2006), the L2 motivational self-system may explain individual variances in motivation for learning a second language. This theory incorporates aspects of many theoretical presumptions concerning the notion of oneself comprehending personal variability in motivation for language acquisition. Some people who are learning a language find that they are first motivated to do so by their effective involvement in the process of language learning instead of by the self-images they have created for themselves or others. Consequently, the "L2 Motivational Self System" was proposed and includes the following three elements:

Ideal L2 Self: relates to a person's ambition and goal of achieving a high level of linguistic proficiency, or to achieving an ideal or desired level of proficiency. So, the ideal L2 symbolizes one's aspirations;

Out-to-L2 Self: is needs-driven and expresses the requirement to understand and be proficient in the native language of the nation in which one wishes to reside. This desire is a representation of the assumptions that were presented and enforced by many others and, as a result, of the motivation that was inspired by those assumptions.

L2 Learning Experience: which is at the second level, refers to one's interactions with the teacher, the course material, and the classmates in the educational environment.

The connection between L2 self-concept and social interaction behaviors that permit engagement between academic psychology and developmental psychology must be emphasized. As a result, a new area of possible self-research has now been

accomplished. According to Marcus and Nurius (1986), the idea of a possible self tries to describe how one today understands his or her ability, understood as an individual, by which he or she might forecast the development of his or her anticipated activities in the future. The authors claim that the potential ideal self is what a person would accomplish to fulfill their intents or goals; it refers to what they hope to achieve or what they might achieve. The aspects of motivation in this theory demonstrate that motivation may be utilized to organize self-confidence in the acquisition of foreign languages, as it is closely connected to the person's present self and is generally focused on the future of the second language. Thus, it should be noted that the core of such thinking is the concept of gradually moving from the present to a desired, higher level, which is closely related to the individual's motivation to meet the requirements of his or her best self. Such a personality trait of knowing one's abilities will effectively act as motivation or encouragement to put greater effort into learning the anticipated behavior if learners become more conscious of the need to acquire new abilities and tactics to overcome this discrepancy. It should be noted that the L2 Motivational Self System is intended to demonstrate how an individual's general assessment of his or her ability, conceptualized as an "I-self," may influence the formation of projected experiences.

Self-system theory in the Uzbek context

Nunan (2003) emphasized the need to understand how the English language's status as a global language affects students' learning outcomes. Numerous studies show that the majority of Uzbek learners learn English for a variety of reasons and using a variety of methods. In terms of L2 learners in Uzbekistan, they have a strong desire to engage more with native speakers as well as with fluent speakers in order to grow as individuals and broaden their horizons. Most of my students who are studying at the university are more motivated instrumentally than by other factors. As a result, one of the difficult but crucial issues that L2 teachers struggle with is motivating students by taking into account all factors to achieve high results in the learning process. The willingness of learners to learn is a crucial factor in determining how quickly language learners advance throughout the difficult phase of achieving better outcomes in learning a target language. Regardless of language proficiency, a number of motivated students may achieve excellent levels of proficiency, whereas even proficient language learners cannot learn a second language without enough motivation. The study's consideration of ideal L2 selves, ought-to selves, and L2 experience is what gives it its relevance. Dornyei's self-system has not yet been used in Uzbekistan to analyze university students' L2 motivation. This research is distinctive since it aims to provide evidence for L2-level motivation that can be achieved in the Uzbekistan university setting at this particular academic level. Accordingly, additional teacher training for instructors, including creating suitable learning procedures, could be necessary to match the L2 motivational approaches of learners. The siblings and other family members whose attitudes could be influenced in a good and effective manner, as well as learners, could

also benefit by allowing them to fully realize their second language motivational perspectives. This is another significant aspect of the present study. In addition, from the perspective of the L2 motivational self-system theory, the study's results provided a really excellent understanding of the Uzbek students' motivation and L2 acquisition and identified some parts where more in-depth research was required. Depending on the different traits of language learners, curriculum and syllabus modifications may be made to incorporate L2 motivational approaches.

Conclusion

This study reviewed a number of the most significant studies in the area to explore the function of motivation in new language acquisition. Depending on the setting in which they are learning a language, learners' self-understanding and other external factors can affect motivation. Language proficiency can be developed in large part through motivation. Teachers can significantly influence how motivated students are to learn a second or foreign language. The evidence suggests that the L2 motivational system is one of the key factors. Additionally, learners integrate motivational factors into their ideal L2 selves when learning English. They ought to L2 self consists of self-understanding obligations such as diligence, a few external factors, as well as anxiety about failing and fear of being embarrassed. As a result, it can be said that the L2 Motivational Self System is applicable to L2 students in Uzbekistan who are learning English.

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