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THE ROLE OF MOTIVATION IN LEARNING A FOREIGN LANGUAGE

Sh. Khamrayeva, senior lecturer

Department of Foreign Languages, TIF

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Abstract. This article discusses the types of motivation that prompts the learner to learn a foreign language, and about the factors that influence the study of a foreign language. The methodological solutions proposed in the article can be used in the practice of higher pedagogical education.

Keywords: motivation, speech activity, Internet, vocabulary, games

Stimulation of human behavior is associated with the concept of motivation. This concept includes ideas about the needs, interests, goals, intentions, aspirations, motivations that a person has, about external factors that make him behave in a certain way, about managing an activity in the process of its implementation. The importance of solving the problem of motivation is determined by the fact that the motivation of learning is a decisive factor in the effectiveness of the educational process.

The implementation of an active approach means the possibility and necessity of studying educational motives as a structural element of the activity of learning, emerging in the process of its implementation. The motivational sphere of a person can be influenced by social motives determined by the needs of society; collectively they constitute external motivation. Secondly, the nature of the activity can also influence the motivational-incentive sphere of a person. This is the so-called intrinsic motivation. Both external and internal motivation can be positive and negative.

As for the types of motivation in relation to a foreign language, then the exact characteristic of motivation is given by P.M. Jacobson: “such a motivation for the learning process is connected with a rather acute sense of civic duty to the country, to close people, and is associated with the idea of learning as a way to mastering the great values of culture ... learning as a way to realize one’s purpose in life.”



The main variety of internal motivation is communicative, since communication is the first and natural need for students of a foreign language. The problem here is that this type of motivation is the most difficult to maintain, since a foreign language cannot compete with the native language.

Linguistic recognition motivation is positive students' attitude to linguistic matter itself, to the study of the basic properties of linguistic norms.

An important type of intrinsic motivation is also instrumental motivation, i.e. motivation arising from the positive attitude of students to certain types of work. It is known that the pedagogical effect can be achieved to a greater extent as a result of students' own activity. It is important to include the student in independent learning activities. It is necessary to equip students with certain techniques of mastering a foreign language, the rational meaning of which would be obvious and impressed by it. Students should be increasingly confronted with the need for independent acquaintance with the new.

Now everyone understands that the Internet has very great information capabilities and no less impressive services. The Internet creates a unique opportunity for students of a foreign language to use authentic texts, listen and communicate with native speakers, i.e. he creates a natural language environment. Students expand their vocabulary, everyday vocabulary, and their spelling improves. Exercises in electronic training courses are suitable for independent work of students. In addition to telecommunication projects in extracurricular activities, students can independently work to improve their knowledge in the field of a foreign language. For this, there is a great variety of courses in networks for different categories of students, intended for self-education or for training under the guidance of a teacher (distance courses). From time to time, it is necessary to conduct joint results and discuss the results, which contributes to active speech activity. Such work is motivated, as all students want to talk about the results.



A powerful incentive to master a foreign language is the game. It acts as an effective teaching tool that activates the students' mental activity, makes the learning process attractive and interesting, makes students worry and worry.

The game performs four functions that are most important for a person: a means of developing a motivational-consumer sphere, a means of cognition, a means of developing mental action, and a means of developing arbitrary behavior. Exercises of a game nature can be different in their purpose, content, methods of organizing and conducting, material equipment, the number of participants.

The fact that the game arouses the interest and activity of students, gives them the opportunity to prove themselves in an activity that is fascinating for them, and contributes to faster and more durable memorization of foreign words. The fact that knowledge of the material is a prerequisite for active participation in the game, and sometimes a prerequisite for winning, also serves the same purpose. The game provides an opportunity not only to improve, but also to acquire new knowledge, as the desire to win makes you think, remember what has already been done and remember everything new. When planning classes and selecting various games for them, we try to take into account not only the age categories of students, but also the level of their development and awareness. We mainly play games that include vocabulary and grammar exercises on a specific topic, so that students practice using vocabulary in situations close to the natural environment, learn to use speech patterns that contain certain grammatical difficulties.

Thus, the above methods of developing positive motivation to learn a foreign language act not only as a means of increasing motivation, but also as a means of teaching and educating students in a team.

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