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**WAYS OF INCREASING HIGH SCHOOL LEARNERS’
MOTIVATION USING MODERN TECHNOLOGIES IN TEACHING
ENGLISH**

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Abstract. This article considers the effective use of innovative pedagogical technologies for increasing high school learners’ motivation in the process of learning English. One of the strategic tasks of a teacher is to create the need and ability to learn a language independently, to continue education and self - education. Its solution is impossible without the formation of each high school student’s persistent learning motivation, a constant desire to delve into the field of knowledge. This is what will determine the success of the younger generation in the future, not only during school years, but also their ability to realize their inner potential in further professional education. The problem of forming and increasing motivation to study, in general, and when learning a foreign language, in particular, has always been and remains one of the most important tasks of didactics.

Keywords: *modern innovative technologies, increasing motivation, motivational sphere, high school learners’ motivation.*

The expansion of international contacts, the internationalization of all spheres of life due to Uzbekistan’s entry into the worldwide educational and socio-cultural space required the use of a linguo-cultural approach to the study of interference. For modern linguodidactics, the study of linguistic and cultural interference is also significant in connection with the intensification of professional activities of specialists of different profiles in close contact with foreign colleagues. In this work, interference is considered as a communicative hindrance due to the imposition of linguistic and cultural codes of the contacting languages.



Nowadays, the importance of successful communication between representatives of different countries is growing in the conditions of a high level integration of world politics and economics, development of international relations in such spheres of human activity as politics, science, culture and economy. The First President of Uzbekistan, I.A. Karimov, repeatedly noted in his speeches that "in the conditions of world integration, knowledge of foreign languages is the guarantee of effective cooperation with foreign states". In accordance with Presidential Decree No. PD-1875 on December 10, 2012, special attention is paid to the improvement of the complex system of teaching foreign languages aimed at the formation of a harmoniously developed, highly educated, modern thinking younger generation, as well as further integration of the Republic into the world community.

The President of Uzbekistan Sh.M. Mirziyoyev also stresses that "the priority tasks for us are the development of the sphere of education, upbringing and science, the creation of conditions for the active mastery of profound knowledge, foreign languages by young people...". Undoubtedly, motivation is one of the main roles in the process of teaching foreign languages at school. In most cases, it is high school learners with increased cognitive interest who achieve good success in studying the subject, rather than those who have weakened or no motivation at all.

When high school learners are just beginning to learn a foreign language, they are most often interested in this subject. But after some time, interest significantly weakens, and after a couple of years, 86% of learners completely lose it. The reason for all this is this: learning is knowledge, but you cannot oblige a person to know something, you can only instill interest in him. Therefore, the problem of forming and increasing motivation to study is the main one at all stages of foreign language teaching.

For the optimal organization of the educational process, it is important, first of all, a deep knowledge of the motives of the learner's teaching, and secondly, the ability to correctly identify them and manage them intelligently.

At present time, thanks to the internet, we are armed with a huge arsenal of various educational materials in English, so teachers need to constantly look for new ways to actively implement it in the educational process, and therefore constantly develop professionally.

It is obvious that creating a comfortable emotional climate is a necessary condition for an interested atmosphere in the classroom, which in turn leads to increased motivation and, as a result, to an increase in the effectiveness of the teacher and high school learners.

However, in the process of learning, high school learners also have to deal with negative emotions. Along with overcoming the emotions of dissatisfaction in learning, there should be a sense of struggle with difficulties. The high school learners should always be aware of his assessment as the result of mental effort. If the assessment does not motivate the learner in any way, or the teacher underestimates him or judges him subjectively, then the child may develop a conniving attitude to the educational process. In this regard, modern innovative technologies are able to create a completely objective control and provide a fair and independent assessment of high school learners' knowledge and skills.

It can be seen that the motivational sphere of high school learners in the process of its formation is regularly influenced both by the immediate environment and, in general, by the external environment. Therefore, the teacher needs to organize the learning process in such a way as to instill high school learners' best motivational guidelines, based on the elements of motivation that have already been formed by this time, in order to use them in the future for the development of the high school learners.

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