

MOTIVATION IN LANGUAGE LEARNING AND TEACHING

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Annotation:

In this article, the ways of motivation in a language learning and teaching will be explained in details.

Key words: motivation, varied activities, meaningful and engaging task

Annotasiya:

Bu maqolada tillarni o'rgatish va o'rganishda motivasiyaning roli atroflicha muhokama qilinadi.

Kalit so'zlar: motivasiya, rang barang topshiriq va mazmunli vazifalar

Nowadays it is hot issue to find out the principals of successful learning and teaching, as they are the most important topics in society. A good motivation, the right input and enjoyable practice are the key points in learning whereas having a practice, sharing and adapting the learning material are the best ways for effective teaching.

When we have any challenges in motivating our learners, first we try to find out what we did wrong or what was misunderstood. As Kamo (Chilingaryan, Kamo. (2015). Motivation in language learning) states to be able to accommodate a student, an instructor should place a lot of emphasis on the student's motivations. The meaning of motivation should be brought up in order to inspire students. To motivate is defined by Webster's as the act or process of providing someone a reason for doing something, the state of being eager to act or work, the condition of being motivated, or a force or influence that prompts someone to take an action. Therefore, trying to give examples for the task from the lives of the learners can be very helpful and meaningful for the learners. Varied activities during the lesson help to engage all kind of learners and it can keep the learners to be interested in a learning process. Working in a foreign environment while keeping in mind that our job is to teach a foreign language, we recognize some significant motivational factors in: meeting



educational institution requirements, enhancing one's education, enhancing critical and creative thinking abilities, increasing job opportunities and salary potential, enhancing global understanding, and others. As a result, practicing what our learners are learning in real life can be a useful motivator. Applying for jobs, positions, or programs, participating in interviews or talks, taking students on field trips, and allowing them to conduct research and then present their results to one another are all examples of such kind of learning.

Recently we read an article about language learning and found out that there should be enough input in language learning. After reading Krashen's input hypothesis we understood that learners must understand the language they encounter, they need that necessary comprehensible input to do their tasks. We think learners need more practice for producing the language. If our learners can produce the language, they can be proud of themselves and learn the language with fun.

Therefore, motivation can be defined as, the act of providing motive that causes someone to act (Shanks). In other words, according to Nancy Shanks, motivation causes someone to act and someone else cannot make someone motivated.

To be able to find the student's motives a teacher should also see significant gains in it. The Webster states that to motivate means the act or process of giving someone a reason for doing something. A teacher needs to find the student's motives to be able to accommodate them. Using varied activities during the lesson can create opportunities for learners to show their talents or skills by doing those different activities.

We can say there will be definitely a success in learning and teaching by having our learners motivated through enjoyable materials, meaningful and real life tasks. In addition, we encourage teachers never stop that willingness to searching for other ways of teaching and sharing them with their peers.

References:

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