

## THE WAYS OF INCREASING STUDENTS' MOTIVATION IN LEARNING THE ENGLISH LANGUAGE

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### Abstract

The purpose of this article is to identify the relevance and ways of motivation in learning the English language. This research examined student motivation in the classroom, teachers' role and feedback from the students for promoting motivation. As well as the paper indicates the importance of intrinsic motivation for second language learners.

**Keywords:** Motivation, teacher skills, intrinsic motivation, extrinsic motivation, inspiration, enthusiasm.

### Аннотация

Цель данной статьи - выявить актуальность и способы мотивации в изучении английского языка. В этом исследовании изучалась мотивация учащихся в классе, роль учителей и отзывы учащихся о повышении мотивации. А также в статье указывается на важность внутренней мотивации для изучающих второй язык.

**Ключевые слова:** Мотивация, способности учителя, внутренняя мотивация, внешняя мотивация, энтузиазм.

There are three things to remember about education. The first one is motivation.

The second one is motivation. The third one is motivation.

**Terrell H. Bell**

What is motivation? Motivation is the single most important characteristic in achieving success. Motivation plays a crucial role in an educational environment, as it is the driving force that determines whether students will engage with and learn from their studies. When students are motivated, they are more likely to be focused,



attentive, and enthusiastic about their learning. Conversely, students who lack motivation may struggle to stay engaged and may not see the value in what they are learning. Motivation also helps students to develop a growth mindset. When students are motivated to learn and improve, they are more likely to see challenges as opportunities to grow and develop, rather than obstacles to be avoided. This can lead to increased resilience and a willingness to take on new challenges, which are important skills for success both in and outside of the classroom. Another important benefit of motivation is that it can help students develop a love of learning. When students are motivated, they are more likely to find joy in the process of learning and in exploring new ideas and concepts. This can lead to a lifelong love of learning, which is a valuable asset in today's rapidly changing world. In conclusion, motivation is a key ingredient in creating a successful educational environment. By fostering motivation in their students, teachers can help to create a positive and productive learning environment that can lead to long-term success and a love of learning.

It often takes many years to learn a foreign language (at school, high school, training, and etc.) but there still can be no result. This is a sign that there is no goal and this results in a lack of productivity. On the other hand, if you want to work in a high-profile company as a manager you will need to use English at the Intermediate level which will help you to gradually climb onto the "iceberg". The best way to boost the motivation in learning English in students is having a goal to obtain an education abroad.

### **Intrinsic and extrinsic motivation**

Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure. Intrinsic motivation has been studied by social and educational psychologists since the early 1970s. Research has found that it is usually associated with high educational achievement and enjoyment by students evaluation theory. Students are likely to be intrinsically motivated if they: Attribute their educational results to factors under their own control (e.g., the effort expended), Believe they can be effective agents in reaching desired goals (i.e. the results are not determined by luck), are interested in mastering a topic, rather than just rote-learning to achieve good grades. Extrinsic motivation comes from outside of the individual. Common extrinsic motivations are rewards like money and grades, coercion and threat of punishment. Competition is in general extrinsic because it encourages the performer to win and beat others, not to enjoy the intrinsic rewards of the activity. A crowd



cheering on the individual and trophies are also extrinsic incentives. Social psychological research has indicated that extrinsic rewards can lead to over justification and a subsequent reduction in intrinsic motivation.

In one study demonstrating this effect, children who expected to be (and were) rewarded with a ribbon and a gold star for drawing pictures spent less time playing with the drawing materials in subsequent observations than children who were assigned to an unexpected reward condition and to children who received no extrinsic reward. Self-determination theory proposes that extrinsic motivation can be internalized by the individual if the task fits with their values and beliefs and therefore helps to fulfill their basic psychological needs. Interesting fact that even a language and its culture or friendly atmosphere between a teacher and students, good marks can't encourage students to learn a language as their internal desire intrinsic motivation.

**Increasing motivation in learning the English language.** Despite of the reasoning on gifts and skills of a particular student, ineffectiveness in learning a foreign language is rooted in the lack of motivation. To maintain the intention to learn a language to the desired level you can use a few easy practices, such as:

- **Breaking goals down:** It is usually a good idea to set the goals for a week/quarter instead of having a single remote goal to speak fluently a foreign language at some future time which can seem to be an impossible achievement at the start of your journey;
  - **Having a system of supporting settings:** You can fill in specifically prepared check-lists where you can check the box when you complete the task;
  - **Attract additional sources of inspiration:** Exploring success stories of people who also have learned English and have achieved success in a specific field because of their new knowledge, or learning the language in your favorite coffee shop.
  - **The key is to build a group of people with similar interests** because it is easier to support each other in a friendly environment sharing concerns, life-hacks, and progress with someone who learns the language just like you.
- In the motivational aspect, the role of teachers in the educational process is the creation of a climate and a positive attitude that encourages learning and their long-term success.

The following suggestions are offered regarding or teacher contributions to student motivation:

**Teacher skills:** One important extrinsic factor in the educational environment is the Instructor. Teacher skills include staying calm, eliminating negative thoughts or



feelings, disengaging stress, remembering that students have their own realities and are doing their best, not taking students' actions personally, remembering that students are not bad rather just in the process of development, and maintaining a sense of humor. (Whistler, 1992). In particular, Shulman (1987, p. 8) calls the knowledge needed for effectively teaching a specific subject "pedagogical content knowledge" (PCK) which "represents the blending of content and pedagogy into an understanding of how particular topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction" (Williams & Williams)

An instructor can help students become reflective about their interests and knowledge, and ask them to relate or adapt course information to their concerns in their assignments and in the classroom. Nelee Langmuir, instructor in French, explains that "without relevant students' engagement, new material cannot be learned or mastered. "In her own classes she always invites students to "make the material their own" and she tries to enable them to adapt new material to personal contexts and interests: "Many students take my French classes for every different reasons, and so I try to be aware of their diverse interests and gear my presentations accordingly. Their motivation to learn and ultimate mastery of the language depend largely on their ability (and mine) to try to make the French language their own while studying it" (James, 1998).

If teachers have a responsibility to motivate students to attend class and to learn, it is important for teachers to understand specifically how to motivate students. Brewer and Marmon (2000) and Wilson and Cameron (1996) identified three general areas teachers in training used to evaluate themselves: instruction, relationships, and management. Instruction involved teacher skills and competencies. Relationships concerned the attitudes teachers had toward their students (Brewer, Burgess 2005). In the end, we may say that motivation is very pivotal in language acquisition process. Sans motivation the learners can't achieve their long term goals. Teachers can influence the students' motivation in a remarkable way which is a key element in the language acquisition process. Encouragement, empathy and enthusiasm will increase the sensitiveness of the students and thereby building a more healthy relationship between learners and the teacher.

Thus, the teacher must first be guided by goals that assign primary importance to developing students a motivation to learn. Second, we need a frame- work for identifying those aspects or structures of the classroom that are manipulate. These structures must represent the classroom organization and must re- late to



instructional planning. Then we need to identify strategies that will serve to enhance the motivation of all students. These strategies or applications must be grounded in theory and research and evaluated in relation to developmental factors and in relation to other motivation constructs, as well as individual differences.

Overall, the study of motivation to learn a foreign language confirmed our assumption that the majority of students study the English language driven by an extrinsic motive (to use acquired knowledge in future profession) and a low level of intrinsic motives of students (which deal with learning itself. It is necessary to analyze the needs and interests of students in order to improve the efficiency of the educational process by increasing the motivation towards learning English. The majority of students believe that foreign language teachers should pay more attention to spoken English, translate in rare and necessary cases, and help with mastering the language of their future profession. Also, students would like the classes to be more interesting and diverse, using audio-video materials, additional sources, as well as a specially equipped foreign language classroom. Most students believe that their interest in learning a foreign language will increase if conditions for real communication with foreigners via the Internet are provided. In our opinion, all these needs of students can be realized by creating the English language learning environment, since the language learning environment includes all of the above mentioned criteria.

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