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## THE ROLE OF MOTIVATION IN TEACHING ENGLISH

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In the opinion of Foreign Language Learners, Gardner states that “when an individual has a desire to learn a foreign language, and this is a sign that a person is ingrained in learning a foreign language”. Oxford edit dictionaries define motivation as follows. ”Defined as the action or manifestation of a person in his or her actions”. Motivation is considered an abstract concept, and determining motivation is a challenge. Through motivation, students studying a foreign language stand out, as it is evident that they have a high passion for learning a foreign language and that they achieve a better result in mastering a foreign language. Motivation plays an important role for foreign language learners. Educators who teach Agar relate motivation to language learning

If they do not understand, they will not be able to effectively organize the lesson. The essence of motivation is manifested through a strong desire of a person. In this, it is manifested through the inner goals and desires of a person. Successful learners of a foreign language are able to effectively master the language by finding the areas of elderanadiga through their strengths, knowing in what aspect they have strengths and weaknesses. Motivation is also one of the most active techniques for teaching a foreign language, helping students to master the language faster if teachers explain the language using various motivational trainings in the audience. Richards believes that motivation is considered to be a determining factor in a person's desire to do something. From this we can know that when a person does something he wants, he achieves his goals. When also studied by Gardner and Lambert about the role of attitude and motivation in learning a foreign language, they comment, “they defined motivation as the general purpose and direction of the student, and attitude as the determination of the learner in the pursuit of purpose”. Motivation is divided into two types:

1. Integrative motivation is a link with the goal of a language learner, in which it acts as an incentive for a person to learn a language. Foreign language learners learn a foreign language because of their goal of learning a language, which is due to the strong interest or desire of the same people to enter into a social relationship with that people. This type of motivation is integrative motivation. When a person who goes abroad lives in that environment, it is effective to learn a foreign language



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through integrative motivation, since the knowledge and interest of the language and culture of the same people plays an important role in order for foreign language learners to enter into social relationships. Integrative motivation can improve the pronunciation of a language learner in a foreign language and increase their ability to speak that language. (Finnegan 1999, p.568). The reason a language learner learns a foreign language willingly is because of the learner's desire to access the resources of the peoples who speak that language as well as to communicate with speakers.

2. Instrumental motivation is when a student learns a second language based on a specific goal or one's own interests. For example, they learn by knowing a foreign language, knowing how to get a better job in society, successfully pass the exam and be able to read new information in a foreign language from newspapers and magazines, social networks. In this case, it is mentioned that both types of motivation can affect foreign language learners. However, one motivation can be more effective than the other. While the role of integral motivation is shown to be important in learning a second language as a foreign language, the role of instrumental motivation is considered important when we use a foreign language as a second language. Students learn new things by designing, creating, writing, solving problems. Passivity, on the other hand, leads to a decrease in students' motivation and interests as well as a decrease in attitudes towards language learning. Provides an opportunity for students to learn new information. Their participation and passion in the continuation of the lesson will help prepare the lesson. Classes organized in small groups and held in pairs will increase the student's self-confidence and serve as one of the great sources of motivation. Working as a group allows students to express their thoughts and ideas within the framework of the topic. After activities in small groups, students usually do not want to talk to the entire class. Conducting activities in groups reveals not only an open statement of their ideas, but also the possibility of working in cooperation, which increases the cohesion of the class, as well as motivation.

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