

## **THE PROBLEM OF LACK OF INTEREST AND MOTIVATION AMONG STUDENTS IN THE EDUCATIONAL PROCESS**

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**Annotatsiya:** Mazkur maqolada ta'lim jarayonida talabalar orasida qiziqish va motivatsiyaning yetishmasligi muammosi tahlil qilinadi. Ayniqsa, ingliz tili darslarida talabalar faolligining pasayishi, ularning dars jarayonidagi ishtirokiga va o'quv natijalariga salbiy ta'sir ko'rsatishi ko'rib chiqiladi. Tadqiqot davomida motivatsiyaning pasayishiga olib keluvchi asosiy omillar, jumladan, darslarning yetarli darajada interaktiv emasligi, o'quv materiallarining qiziqarsizligi va talabalar psixologik holati o'rganiladi. Shuningdek, ushbu muammoni bartaraf etish uchun zamonaviy pedagogik yondashuvlar, interaktiv metodlar va ijobiy ta'lim muhitini yaratish bo'yicha tavsiyalar beriladi.

**Kalit so'zlar:** motivatsiya, qiziqish, talabalar, ta'lim jarayoni, interaktiv metodlar, faollik, o'quv muhiti

**Аннотация:** В данной статье рассматривается проблема недостатка интереса и мотивации у студентов в образовательном процессе. Особое внимание уделяется снижению активности студентов на занятиях по английскому языку и его влиянию на их учебные достижения. В ходе исследования анализируются основные причины низкой мотивации, такие как недостаточная интерактивность уроков, неактуальность учебных материалов и психологические особенности учащихся. Кроме того, предлагаются эффективные педагогические методы и подходы, направленные на повышение интереса студентов и создание благоприятной образовательной среды.

**Ключевые слова:** мотивация, интерес, студенты, образовательный процесс, интерактивные методы, активность, учебная среда

**Abstract:** This article examines the problem of lack of interest and motivation among students in the educational process. Special attention is given to the decrease in students' participation in English language classes and its negative impact on their academic performance. The study analyzes the main causes of low motivation, including insufficient use of interactive teaching methods, unengaging learning materials, and students' psychological factors. Furthermore, the article suggests effective pedagogical strategies and modern approaches aimed at increasing student engagement and creating a supportive and motivating learning environment.

**Key words:** motivation, interest, students, educational process, interactive methods, engagement, learning environment

### **Introduction.**

Student motivation and interest are essential for success in today's educational system. Motivated students are more likely to participate actively in lessons, complete tasks thoughtfully, and achieve better results, especially in language learning. However, many teachers notice that some students appear disengaged—they hesitate to speak, avoid answering questions, or complete assignments superficially. Often, this is not due to a lack of understanding but rather a lack of confidence, interest, or encouragement.

Several factors contribute to low motivation in English classrooms. Lessons that rely heavily on memorization or repetitive exercises can feel dull, while learning materials that seem irrelevant to students' lives may fail to capture their attention. Psychological factors, such as fear of making mistakes or low self-esteem, also play a significant role. As a result, students may understand the material but still remain passive, missing opportunities to practice their language skills or express their ideas freely.

The consequences of low motivation are far-reaching, affecting both academic performance and students' attitude toward learning. Engaged, interactive teaching methods—like group discussions, role-plays, and real-life activities—can make lessons more dynamic and enjoyable. Providing meaningful feedback, celebrating progress, and connecting lessons to students' interests can also boost confidence and engagement. Understanding the reasons behind low motivation and adopting strategies to address them allows educators to create a supportive environment where students feel inspired to participate and reach their full potential.

### **This study is guided by the following research questions:**

How does lack of motivation affect students' participation in English language learning?

What are the main reasons for students' low interest in classroom activities?

How can teachers effectively increase student engagement and motivation in the classroom?

### **Literature review and Methodology**

Motivation has been widely studied in the field of education as one of the key determinants of student engagement and academic success. According to Deci and Ryan (1985), motivation can be intrinsic or extrinsic: intrinsic motivation comes from a learner's personal interest and enjoyment of the activity itself, while extrinsic motivation is driven by external rewards such as grades, praise, or recognition. Research suggests that students are more successful and persistent when they are intrinsically motivated, because internal interest sustains effort over time, whereas extrinsic motivation alone often leads to short-lived engagement.

Dornyei (2001) also highlights the influence of the classroom environment, teaching methods, and teacher behavior on student motivation. Specifically, interactive

teaching approaches, student-centered activities, and supportive classroom climates significantly improve students' willingness to participate in learning tasks. Additionally, research on the formation of learning motivation in foreign language acquisition emphasizes that motivational components—such as interest, goals, and attitudes—are essential for promoting active engagement and communicative competence.

In addition to these foundational theories, recent research by Alimova Dildora Komiljon qizi (2024) explores strategies for developing productive skills in B1-level English learners through the integration of critical thinking activities. Her study highlights how incorporating tasks that require deeper processing—such as evaluating information and constructing arguments—can foster greater student engagement and willingness to communicate in the target language. This approach aligns with the view that learning activities which challenge students intellectually and allow them to express ideas meaningfully can enhance motivation and participation.

This study adopts a qualitative methodology based on classroom observation. Several English lessons were observed, with attention to student behavior, participation patterns, and indicators of low motivation—such as lack of eye contact, minimal participation, and off-task behavior. Informal teacher reflections were also used to triangulate the observational data, providing deeper insight into the motivators and barriers affecting student engagement in language learning.

### **Discussion**

The observations revealed that lack of enthusiasm and interest has a direct impact on student participation. Many students remained passive during traditional teaching methods, such as lectures or individual assignments, completing tasks superficially without genuine engagement. The research identified several reasons for this low motivation.

Firstly, the lack of interaction in lessons contributes significantly to disengagement. Students prefer activities where they can collaborate, communicate, and express their ideas freely. Teacher-centered methods, which emphasize instruction over participation, often result in passivity. Group work, interactive discussions, and games, in contrast, encourage active participation and deeper learning.

Secondly, the perceived lack of relevance of learning materials affects motivation. Students frequently question the purpose of certain topics, and when the connection to real-life use is unclear, their interest diminishes. By connecting lessons to practical situations—such as using English in travel, technology, or social interactions—teachers can make learning more meaningful.

Lastly, teacher behavior and classroom atmosphere play a crucial role. A supportive, enthusiastic, and encouraging teacher can foster a positive environment that motivates students to participate. When students feel safe to make mistakes and express ideas without judgment, they are more willing to engage actively.

## **Results**

The observations and analysis revealed a clear link between student motivation and participation in English language classes. During traditional, teacher-centered lessons—such as lectures, individual assignments, or rote exercises—many students demonstrated minimal engagement. Signs of low motivation included lack of eye contact, silence during discussions, delayed task completion, and off-task behavior such as doodling or daydreaming. Even students who understood the material often hesitated to participate, indicating that knowledge alone does not guarantee active involvement.

In contrast, when lessons incorporated interactive methods, students showed a significant increase in engagement. Group activities, discussions, role-plays, and games encouraged students to collaborate, communicate, and express their ideas freely. For instance, during a group debate activity, previously passive students were observed sharing opinions, asking questions, and responding to peers' ideas with enthusiasm. This demonstrates that interactive learning environments not only increase participation but also enhance critical thinking, communication skills, and confidence.

The study also highlighted the impact of teacher behavior on student engagement. Students responded positively to encouragement, personalized feedback, and a supportive classroom atmosphere. Simple actions, such as praising effort, asking for individual opinions, or allowing students to choose topics for discussion, led to increased participation and interest. Moreover, lessons that connected learning materials to students' real-life experiences—such as using English in social situations, technology, or travel contexts—were particularly effective in maintaining attention and motivation.

Finally, the results indicate that motivation is multifaceted: cognitive, emotional, and social factors all interact to influence participation. Students are more engaged when they feel competent, valued, and connected to the learning process. This suggests that successful language teaching requires not only effective lesson design but also attentive classroom management, emotional support, and the creation of a learner-centered environment where students feel safe, confident, and inspired to contribute actively.

## **Conclusion**

In conclusion, lack of interest and motivation among students is a serious challenge in the educational process. This study shows that when students are disengaged, their participation decreases, tasks are done superficially, and even well-understood material may not be fully applied. Motivation is not just about understanding—it is also about feeling confident, valued, and connected to the learning process.

The observations reveal that interactive teaching methods, such as group work, discussions, role-plays, and games, make a noticeable difference. When students can communicate, collaborate, and express their ideas, their enthusiasm and engagement increase significantly. A supportive teacher who encourages, provides feedback, and creates a positive classroom atmosphere further boosts students' confidence and

willingness to participate. Lessons that are relevant to students' lives and interests also help maintain attention and foster a genuine desire to learn.

Ultimately, increasing student motivation is essential for effective learning and long-term academic success. Teachers should focus not only on delivering content but also on creating engaging, meaningful, and learner-centered lessons. By understanding students' needs, providing support, and making learning enjoyable, educators can inspire students to participate actively, build confidence, and develop their language skills. Future research can explore innovative strategies, including technology-based and personalized approaches, to sustain motivation and ensure that all students remain interested, engaged, and successful in their learning journey.

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