

ROLE OF MOTIVATION IN ENGLISH LANGUAGE LEARNING

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Annotation Language learning is a complex and multifaceted process that is influenced by various factors, with motivation playing a key role in determining learners' success and proficiency. This article delves into the significance of motivation in language learning, exploring how different types of motivation impact learners' engagement, persistence, and ultimately, their language acquisition. By examining existing literature and empirical studies, this article aims to provide insights into the crucial role of motivation in language learning and offer practical implications for educators and learners.

Keywords: Motivation, Language Learning, Intrinsic Motivation, Extrinsic Motivation, Self-Determination Theory, Academic Achievement.

Annotatsiya Til o'rganish murakkab va ko'p qirrali jarayon bo'lib, unga turli omillar ta'sir ko'rsatadi, motivatsiya o'quvchilarning muvaffaqiyati va malakasini aniqlashda asosiy rol o'ynaydi. Ushbu maqola til o'rganishda motivatsiyaning ahamiyatini o'rganadi, motivatsiyaning har xil turlari o'quvchilarning faolligiga, qat'iyatliligiga va pirovardida ularning tilni o'zlashtirishiga qanday ta'sir qilishini o'rganadi. Mavjud adabiyotlar va empirik tadqiqotlarni o'rganib, ushbu maqola til o'rganishda motivatsiyaning hal qiluvchi roli haqida tushuncha berish va o'qituvchilar va o'quvchilar uchun amaliy natijalarni taqdim etishga qaratilgan.

Kalit so'zlar: Motivatsiya, til o'rganish, ichki motivatsiya, tashqi motivatsiya, o'z-o'zini aniqlash nazariyasi, akademik yutuqlar.

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Literature Review

Research on motivation in language learning has emphasized the importance of intrinsic and extrinsic motivation in shaping learners' attitudes, behaviors, and outcomes. Deci and Ryan's Self-Determination Theory (SDT) posits that intrinsic motivation, driven by internal factors such as interest, enjoyment, and a sense of personal satisfaction, leads to deeper engagement and long-term commitment to learning. In contrast, extrinsic motivation, arising from external rewards or punishments, may provide initial incentives but can hinder learners' autonomy and intrinsic interest in the long run.

Study Gardner (1982) have highlighted the role of motivation in language learning success, showing that learners with high levels of intrinsic motivation demonstrate greater persistence, effort, and positive attitudes towards language learning tasks. In addition, factors such as teacher support, peer relations, goal-setting, and perceived competence have been identified as key determinants of learners' motivation levels in the language learning context.

Instilling interest in kids whose first language is not English is a challenging assignment for educators. We can state that teaching ESL entails 1/3 being an expert in the language, 1/3 being a skilled communicator, and 1/3 being an effective actor. These pointers will help create an environment that inspires and engages all participants.

Tip 1: Emphasize to the pupils the value of language.

The main cause of our students' lack of passion for studying English is that they only perceive its use in passing specific exams. This is the only reason for their lack of interest. The value of language and its advantages must be emphasized to the children by their professors.

Tip 2: Promote cross-cultural communication.

Nobody wishes to pick up the vocabulary of those they find offensive. As a result, educators ought to make an effort to instill in the public a positive and constructive view of English speakers. We need to convey to the students that despite our varied lifestyles, we all share the same feelings and emotions. Students are assigned literature that elaborately illustrates the lives of English people. The same significant

facets of the lives of notable and renowned English men and women must be revealed to the teachers.

Tip 3: Pay attention to the hobbies and important occasions of your students.

Teachers need to provide unique activities for holidays, special events, pastimes, etc. Students' personal holidays and hobbies must be shown, and these ideas must be implemented in the classroom. We need to find information about their private lives. Students' efforts to customize the classroom environment must be encouraged. They will receive handouts that are relevant to their lives, which will pique their interest in the classroom community. Tip 4: Use scaffolding strategies to assist students in completing assignments.

Support offered to students during the learning process with the intention of meeting their requirements is known as scaffolding (Ellis, 1997)

Tip 5: Motivate pupils to make their own short-term objectives.

The instructor needs to be honest with the pupils about what is expected of them. When language learners choose and follow their own objectives, they can succeed. By identifying their individual language requirements, students can assist themselves in reaching their objectives. Establishing objectives and having expectations boosts motivation, which in turn raises language proficiency. The language and content objectives must be reviewed by the teachers before the activity begins. The instructor has to go over the learning goals at the end of the class to make sure everyone has comprehended. The teacher must refrain from using superfluous or exaggerated language. Tip 6. Utilize practical, project-based learning activities

Effective teachers use these tools to support their students' exploration-based learning, as pupils prefer hands-on, project-based activities. Scaffolding is a common feature of hands-on activities, and project-based learning frequently incorporates students' personal interests and cultural backgrounds. Many teachers do experiments in different ways. For example, some employ music in the classroom, sing popular songs with their students, compose songs for vocabulary lists, and so on.

Tip 7. Encourage pupils to communicate in their mother tongue.

Encouragement is needed for pupils who express their opinions and ideas in their mother tongue. It is true that learning and using one's native tongue facilitates the acquisition of academic English

Tip 8: Regular inspection and assessment. Three essential and interrelated components make up any teaching-learning process: objectives, teaching-learning

activities, and evaluation. Every instructional activity's nature needs to be considered in light of the intended learning goal. Assessment is an ongoing activity that need to occur in tandem with instruction. As a result, by close observation and brief evaluation questions on every stage of instruction, teachers can gauge their own improvement. Teachers ought to provide students with a quiet area where they can brainstorm (Giles, 1991).

Results An analysis of empirical studies examining the impact of motivation on language learning outcomes reveals a positive correlation between intrinsic motivation and academic achievement. Learners who exhibit high levels of intrinsic motivation tend to demonstrate greater language proficiency, communicative competence, and overall engagement in language learning activities. Furthermore, internalizing the reasons for learning a language, setting personal goals, and fostering a sense of autonomy have been shown to enhance learners' intrinsic motivation and perseverance in the face of challenges.

Discussion The results of the study underscore the critical role of motivation in language learning, suggesting that fostering intrinsic motivation is key to promoting successful language acquisition and long-term proficiency. Educators can create a supportive learning environment by incorporating student-centered approaches, providing opportunities for autonomy and choice, and fostering a sense of competence and relatedness among learners (Halliday, 1964). By tapping into learners' intrinsic motivation, educators can enhance student engagement, learning outcomes, and overall satisfaction with the language learning process.

Conclusion In conclusion, motivation plays a pivotal role in language learning, influencing learners' attitudes, behaviors, and outcomes throughout the language learning journey. Understanding the interconnected nature of intrinsic and extrinsic motivation, as well as the factors that influence learners' motivational levels, can help educators design effective language learning interventions that cater to learners' diverse needs and preferences. By fostering a motivational climate that nurtures curiosity, autonomy, and self-regulation, educators can empower learners to achieve their language learning goals and cultivate a lifelong passion for language learning.

References

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