



Motivation In Learning a Foreign Language

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ABSTRACT

In this article, motivation in learning a foreign language is considered. External and internal motivation types are analyzed as basic types. A narrow-minded external motivation determines the attitude towards mastering a foreign language as a way of self-affirmation, and sometimes as a path to personal well-being. Intrinsic motivation is not associated with external circumstances, but directly with the object itself. It is also often called procedural motivation. All these issues are considered in the article thoroughly.

Keywords:

Motivation in learning, external motivation, internal motivation, self-affirmation, personal well-being, external circumstances, procedural motivation.

The methodology of teaching foreign languages is not limited to the connection with the specified basic sciences, but uses the knowledge and methods of other, so-called related sciences. The general outlines of the learning process can be represented in terms of cybernetics - a science whose subject is control processes occurring in complex dynamic systems. Cybernetic analysis of pedagogical phenomena contributes to a clear isolation of the interrelated links and conditions of the pedagogical process, allows you to introduce elements of programmed teaching into teaching foreign languages. The programmed methods solve the problem of optimizing the management of the educational process. The use of statistical analysis methods contributes to the improvement of the scientific level of the methodology. Reliance on basic and related sciences is the most important condition for raising the scientific level of the methodology. One of the important tasks of the theoretical methodology is the scientific synthesis of the basic and related sciences in their dialectical unity and their use in a transformed form, taking into account the goals, stages, learning

conditions.

The following problems were identified before the methodology:

- definition of a foreign language as an academic subject;
- study of the teacher's activities (development of forms, methods, teaching techniques);
- studying the student's activities (checking the effectiveness of the techniques used, studying the student's development);
- the establishment of specific patterns, the determination of the scope of the laws of sciences adjacent to the methodology and the identification of their specific refraction in the methodology. It is obvious that the process of teaching foreign language speech is extremely multidimensional.

Motivation in learning a foreign language is an internal driving force that makes a person spend time and energy on learning a foreign language. Foreign languages are becoming one of the main factors of both socio-economic and general cultural progress of society. Learning motivation can be divided into positive and negative. So, the construction "if I learn English,

I will get excellent on the exam” is a positive motivation. However, the construction “if I learn English, I will pass the exam and I will not be expelled” is negative.

Motivation can also be divided into external and internal. External motivation is not directly related to the content of the subject, but is due to external circumstances (being an excellent student in all subjects, the student tries to have "excellent" in a foreign language - an external positive motive; the student learns a foreign language because of the fear of strict parents or a teacher - an external negative motive). Extrinsic motivation comes in two flavors: broad social motivation and narrow-minded. External motivation "the learning process is associated with a rather acutely felt sense of civic duty to the country, to dear, close people, associated with the idea of learning as a road to mastering the great values of culture, with the idea of learning as a way to fulfill its purpose in life."

Varieties of intrinsic motivation: motivation associated with the future development of the personality; communicative motivation; motivation generated by the learning activity itself.

Motivation is studied in various aspects and in this regard, the concept is interpreted in different ways. The complexity and multidimensionality of the problem of motivation determines the multiplicity of approaches to understanding its essence, nature, structure, as well as to methods of studying it. According to H. Heckausen, motivation is not a single process, evenly from beginning to end penetrating the behavioral act. Rather, it consists of heterogeneous processes that carry out the function of self-regulation at individual phases of the behavioral act, primarily before and after the performance of the action. Activity is motivated, i.e. is aimed at achieving the goal of the motive, but it should not be confused with motivation. Motivation determines how and in what direction different functional abilities will be used. Motivation also explains the choice between different possible actions, between different variants of perception and possible contents of thinking; in addition, it explains the intensity and

persistence in the implementation of the chosen action and the achievement of its results.

Motivation performs several functions: it encourages, directs and organizes the student, gives the learning activity a personal meaning and significance. The unity of these functions provides a regulating role of motivation in behavior. The motivational sphere consists of a number of motives: ideals and value orientations, needs, motives, goals, interests, etc. Knowledge of these motives helps the teacher to influence the individual components of learning motivation in a more differentiated manner.

The theory of needs is closely related to the theory of motivation. A. Maslow, a famous American psychologist, divides all needs into 5 basic levels. At the first level are physiological needs, at the second - the need for security, at the third - the need for love and affection, at the fourth - the need for respect, at the fifth - the need for self-actualization. When studying any subject, and, in particular, a foreign language, the needs of the second level are especially important, only when a student feels protected and confident can he successfully learn new things. Satisfying the needs of the fourth level makes it possible to feel like an adequate, competent specialist, which is especially important for students of non-linguistic specialties when studying a foreign language, in other words, they should be aware of the importance of studying it for their future development as full-fledged specialists who deserve recognition and respect for their knowledge and skills ...

The need for the fifth level is also important - the inner growth of a person, students should feel and understand that learning a foreign language leads to improvement and spiritual growth. R. Kegan, a developmental psychology professor at Harvard, analyzed A. Maslov's theory of needs, the work of J. Piaget, and various theories of motives and developed a six-step model to explain the developmental process of students. To understand the emergence of motivation to learn a foreign language, like any other subject, it is useful to pay attention to the explanatory motives inherent in each stage of development.

According to R. Kegan's theory, at the zero stage (sub stage), individuals operate at the level of sensorimotor reflexes, and, therefore, it is unlikely that students will be at this stage. In the first stage - impulsive - students are motivated to avoid punishment. In general, the majority of students in non-linguistic specialties have no motivation to study a foreign language as a subject that is not specialized.

Therefore, this method of awakening motivation is very effective. However, it is important to understand that the fear of punishment, bad grades, etc. is not the best motive at all stages of the evolution of the student's personality development. Thus, the application of punishments is possible only at the initial stage. At the second stage - imperial - students are motivated by the results of their own activity, its assessment by the teacher. At the interpersonal stage, students are motivated by a desire to increase their authority among their peers, and they also feel the need for recognition. At the institutional stage, students are driven by intrinsic motivation to learn and set themselves challenging tasks that they themselves are able to solve. Interindividual is the highest level at which students become "autonomous learners" and no longer feel the need to prove their competence to anyone. Thus, having determined at what stage a particular student is, the teacher has the opportunity to select the appropriate ones.

There are two types of motivation for learning a foreign language: external and internal. The development and presence of both species is desirable. If the motives that induce the activity are not directly related to it, then they are called external in relation to this activity. If the motives are associated with this activity, then they are called internal.

External motives are subdivided into social (broadly social) and personal: motives of assessment, success (when students perform work for the sake of grade, praise), self-affirmation, well-being (when the activity is performed due to pressure from relatives, teachers, so as not to have trouble). One of the main driving forces of the cognition process is intrinsic motivation, emanating from the learning activity itself.

Intrinsic motivation is considered the motivating force of self-activity, i.e. this is what prompts and motivates this type of activity, is in itself. The development of intrinsic motivation is a prerequisite for successful performance in any area. There are four characteristic manifestations of intrinsic motivation for activity:

- striving for novelty. There are two types of novelty: absolute, i.e. one that has not been encountered in the past human experience, and novelty, as an unusual combination of familiar stimuli (more attractive). For students of non-linguistic specialties studying a foreign language, you can use their main specialization, as teaching material already familiar to them in specialized disciplines, minor additions of new information are possible. Thus, students will understand the importance of language acquisition, as well as learn a lot about their major specialization in a foreign language, which will broaden their horizons;

- striving for effective development of the world. The feeling of pleasure from the high-quality performance of any task is the strongest stimulus for internally motivated activity. This skill and efficiency can only be achieved through training. Under favorable conditions, a person will have an intrinsic motivation to learn something new. A higher level of striving for the effective development of the world is the tendency to create, design, improve, the ability to create something new. Students should be aware, and most importantly, feel that they are learning something new and useful, feel progress;

- the desire for self-determination as one of the specific human forms of manifestation of intrinsic motivation appears in the form of the individual's desire to feel himself the source of his activity, to be the master of himself, his activity, and its results. Students should feel that not everything depends only on the teacher, but be responsible for their activities, draw conclusions and improve and correct them with the help of the teacher;

- self-realization, self-actualization, self-realization, creative and constructive human "I", which begin to demand their manifestation and realization. Self-realization can be carried out in

different types of activities. For example, a teacher can invite students to complete various types of creative assignments in groups or individually for self-realization. It is the main driving force of the individual's activity, where, as a result, a sense of competence, efficiency and self-determination is manifested.

Summing up, we can say that for students of non-linguistic specialties, the following pedagogical conditions are necessary, which have a positive effect on the motivation of learning a foreign language:

a) conditions affecting the development of intrinsic motivation

- professional interest and, accordingly, awareness of the practical and theoretical significance of the knowledge acquired for future professional activity (using in the classroom elements that imitate future professional activity, selection of informative and interesting texts / articles); taking into account the peculiarities of professional and psychological activity, the formation of research skills through the individualization of training;

- a teacher (his personal characteristics, methodological literacy, orientation in the specialty that students receive, the teacher's awareness of the goals that students set for themselves when studying a foreign language, communication skills, openness, empathy, non-directive organization of the learning process); emotional saturation of classes, which contributes to a better assimilation of knowledge and is carried out through active teaching methods);

b) conditions influencing the development of external motivation: creating a situation of success, or awareness of failure and its causes, competitiveness of classes, communicative orientation of classes. The conditions considered above can be created using various approaches that exist in the didactics of higher education.

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