

THE IMPORTANCE OF LEARNING MOTIVATION IN TEACHING FOREIGN LANGUAGES

Aziza Vokhid qizi Pirmatova

Ph.D. student of Chirchik State Pedagogical University

ABSTRACT

This article sheds light on the impact of learning motivation on students whose major is not philology.

Keywords: motivation, motive, learning motivation, foreign language, non-philology students.

INTRODUCTION

In the structure of motivation, learning motivation has a special place. Learning motivation means the subjective desire for educational activities and processes aimed at meeting the actual needs of students and achieving the educational goals. Such a desire is formed in the harmony of the subject-related content of the activity and the mutual relations of the students during the educational process. Motive performs different tasks: 1) stimulative; 2) referral; 3) content creator. Learning motivation fulfills the following tasks: 1) stimulating interdependence of activity, character and activity; 2) a guide, that is, a link between choice and implementation in a certain system of behavior; 3) organizer; 4) controller, interlinking the gradation of motives; 5) content creator; 6) controller.

MATERIALS AND METHODS

As I.P. Podlasiy noted in his work "one of the indispensable conditions of conscious education is the students' clear understanding of the goals and tasks of the lesson, as well as the goals and tasks of the educational subject in general." Understanding the goals and objectives of education and thus being able to arouse the necessary internal motivation is a powerful motivational factor. Clarity of goals and tasks, their clear delivery to students by teachers and officials of educational institutions, understanding of how and why activities are carried out during classes, in all sections of the educational process ensures high quality. This is an important factor in the formation of educational motivation. The problem of formation and development of motivation in the didactic process was studied by researchers, and the most recognized factors were the provision of interesting lessons and textbooks.

Activity in education combined with the conscious behavior of the learner is the first factor of independent learning, which is of great importance in teaching foreign languages. A characteristic feature of the attitude of non-philology students to learning a foreign language is that it is recognized by many as a very difficult subject. Zimnyaya says that this process requires motivated learning. That is, the learner must fully understand why he started learning a foreign language and set a clear goal for himself.

The source of the problem of lack of student motivation to learn a foreign language goes back to the school years. Attempts are made to correct the mistakes made in the primary and secondary school by using different methods of teaching in higher education, where motivation plays an important role. In the study of N.N. Kasatkina, the reasons for the decrease in motivation are divided into two groups. The first group - the reasons related to the teacher, the second group - the reasons related to the students. Reasons related to the teacher: wrongly selected educational material (giving the student too many or too few tasks), the teacher's ignorance or underuse of modern methods, inability to deal with students and their interaction lack of organization of relations; personal characteristics of the teacher. Reasons related to students: low level of knowledge, lack of motivation for educational activities, lack of knowledge of independent learning methods, sometimes poor relations with the collective of students.

The level of interest is influenced greatly by the position of the subject in society, and the teaching methods of the subject, the content of textbooks and training manuals. Students should consider whether or not language learning meets their goals. In order to increase the effectiveness of the educational process the teacher should take into account the needs of the students in the organization of the lesson process, form the necessary motivation in the students by adapting the topic to it, and define the goals and tasks with the students.

R. Kegan, professor of developmental psychology at Harvard University, studied A. Maslow's theory of needs and J. Piaget's theory of motives. In order to explain the process of human development, he developed a six-period model. According to him, the first period is impulsive, and people are motivated to avoid punishment. In general, most non-philology students are not motivated to study a foreign language because it is not a professional subject. It is important to realize, however, that fear of disciplinary action, bad grades, etc., are not acceptable motives for all stages of the student's personality development. Therefore, the application of punishment is only available in the initial period. In the second (imperial) period, students are motivated by

the results of their work and their evaluation by the teacher. In the interpersonal period, the student is driven by the desire to improve his reputation among his peers, and they feel the need for recognition. In the institutional period, students are guided by their internal motivation to study, they set themselves complex tasks that they can solve. Interindividual is the highest stage in which students become autonomous learners who do not feel the need to prove their competence to anyone. Thus, depending on the period in which the student is, the teacher has the opportunity to choose the appropriate pedagogical tools, through which the temporary development of the student, that is, step by step from the steps that R. Kegan periodized, that is, the student is higher than one period creates an opportunity for transition to the period. As a result, the student's internal motivation, which is one of the important conditions for successful educational activity, begins to accelerate.

RESULTS AND DISCUSSION

Motivation for educational activities can be situational (based on external factors) and personal (defined by internal aspirations). Educational motivation is often understood as the fact that new knowledge and skills that are being mastered correspond to the purpose of cognitive activity.

Learning motivation has a special place in the structure of motivation, and scientists distinguish between external and internal motivations for learning a foreign language. Learning a foreign language is not a matter of students' desire, but due to an external need. However, external motivation alone is not enough to successfully master a foreign language, it is necessary to develop internal motivation as well. Intrinsic motivation reflects internal needs and arises as a result of the desire to equate oneself with the foreign culture whose language is being studied.

One potential way to increase learning motivation in non-philology students is to incorporate cultural elements into foreign language instruction. By highlighting the cultural relevance and importance of the language being learned, students may be more motivated to engage with the material and develop their language skills.

Another approach to increasing learning motivation is to provide students with more opportunities for self-directed learning. By allowing students to take ownership of their learning and pursue their own interests and goals, they may be more motivated to engage with the material and develop their language skills.

It may also be helpful to provide students with more opportunities for experiential learning, such as study abroad programs or cultural immersion experiences. By giving students a chance to interact with native speakers and experience the language in a real-world

context, they may be more motivated to develop their language skills.

CONCLUSION

Thus, the goal of learning a foreign language in internal motivation is the internal need of students. That is, if language learners pay more attention to communication with representatives of different nationalities, if it is possible to understand foreigners and their way of life through the medium of language, then this is internal motivation.

REFERENCES

1. Samatova B.R. Ingliz tilini o'qitishda nofilologik yo'nalish talabalarining motivatsiyasi (yurisprudensiya yo'nalishi misolida). Ped. fan. bo'y. fal. d-ri (PhD)...diss. – T.: 2021
2. Maslow A.H. Motivation and personality. 3rd ed. – New Jersey: Person 2008.
3. Dörnyei, Z. (1994). Motivation and motivating in the foreign language classroom. *The Modern Language Journal*, 78(3), 273-284.
4. Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Boston: Heinle & Heinle.
5. Ushioda, E. (2009). A person-in-context relational view of emergent motivation, self and identity. In Dörnyei, Z. and Ushioda, E. (Eds.), *Motivation, Language Identity and the L2 Self* (pp. 215-228). Bristol: Multilingual Matters.

