

Implementation of Motivational Activity of Students in the English Lesson

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Abstract:

Motivation plays a primary role in learning foreign languages. The search for optimal means of increasing it is an objective need in the field of education. Taking into account the data of the changed status of a foreign language as the main means of intercultural communication, the modern methodology emphasizes the need to strengthen motivational aspects when learning a language. This article is devoted to the consideration of what motivation is in general, its types, role in learning foreign languages, ways and techniques of increasing motivation in foreign language lessons, problems associated with the lack of motivation among students.

The paper examines the role of motivation in educational activities in English lessons in order to increase motivation to study this subject. It is motivation that causes purposeful activity and interest among students in a certain discipline. Therefore, the problem of motivation to study is the main one at all stages of teaching foreign languages.

Keywords: English, methods of teaching English, motivation, types of motivation, foreign language, English, linguodidactics, intercultural communication, communicative competence, demotivation, teaching a foreign language, teaching methods.

1. INTRODUCTION

In the modern world, in conditions of constant intercultural interaction, knowledge of foreign languages is a key aspect of successful communication. Learning English, recognized as an international language, takes a priority position in solving the issue of communication with representatives of other countries and cultures. The connection of language and thinking occupies a central place in theoretical linguistics and philosophy of language. Immersion in another language is not, as research has shown, purely applied in nature and is not limited to communication in this language, but also involves a deep, spiritual process - the cognition of the mentality of the inhabitants of the country of the language being studied as a set of psychological and behavioral attitudes, traditions, value orientations, way of thinking, worldview.

As you know, English is recognized as the world language of communication and is widely used in various fields, such as education, technology, science, business and trade, entertainment and even religion. However, even with the best construction of the curriculum, teaching and learning English will still fail if there is no motivation to learn the language.

2. RESEARCH AND METHODOLOGY

A psychologically expressed characteristic of a person, which is expressed expressed in his attitude to the surrounding reality and activity, is called motivation. It plays an important role in the success of

teaching and learning a second language, in particular, in secondary educational institutions, since motivation is the driving force the power to maintain these processes. It should be taken into account in the process of teaching English, since motivation is used to explain the success or failure of a student, and in several studies it is considered as the key to learning. There are cases when students do not see the relevance in learning English, so the task of teachers is to maintain students' interest in learning.

To increase motivation among students in English lessons, teachers need to show their enthusiasm for teaching, for example, adapt the lesson plan to the needs of students, provide authentic materials for learning the language, make jokes in class and provide a safe learning environment. Such actions helped students feel more secure or comfortable. Also, these actions can motivate not only students, but also develop a "sense of achievement" in teachers. So, for example, with positive results of students and their obvious interest in the subject, the teacher also increases his motivation and confidence in teaching.

It is worth noting that teachers also establish a boundary between students and themselves. For example, some teachers try to behave authoritatively and, at the same time, have a passion for teaching and sharing knowledge. Nevertheless, teachers should not forget that they are an authority, otherwise students may "feel too comfortable in relationships with teachers".

Educational motivation is a particular type of motivation included in educational activities. The motive in educational motivation is the focus of students on certain aspects of the educational process: for example, to gain knowledge, a good mark, to praise parents or to build the desired relationships with peers. Educational motivation is determined by a number of factors: the educational system, educational institution, organization of the educational process, individual characteristics of the student (gender, age, intellectual abilities, self-esteem), personal characteristics of the teacher and his attitude to pedagogical activity, the specifics of the subject.

Speaking about the types of motivation, there are external, internal, positive and negative motivations. External motivation is mainly formed by social circumstances, and not by the content of the subject itself. A student may be motivated by the motive of achievement, that is, the desire to achieve success in learning a language, get a high score, diploma, award at a competition, or the motive of self-affirmation, when it is important to earn the approval of other people and achieve a certain status in society by studying a foreign language. Behind the motive of identification is the desire of the student to be like an authoritative person, a hero, an idol. This motive determines, for example, the student's desire to study well in order to understand the lyrics of his favorite foreign band. The affiliation motive encourages learning a foreign language in order to communicate with foreign friends. A student who perceives a foreign language as a means for spiritual enrichment and general development is driven by the motive of self-development. And, finally, the prosocial motive comes to the fore when a person learns a foreign language, because he is aware of the social significance of the teaching. External motivation can also be of a narrow personal nature, if mastering a foreign language is perceived as a path to personal well-being. In most cases, external motivation is distant, distant, aimed at achieving the final result of the teaching. However, it should be borne in mind that its stimulating effect on the learning process is often very significant. To maximize the use of such an incentive, it seems important to demonstrate to students the progress in language acquisition at each point of learning.

External motivation merges with internal motivation and is reinforced by it. Internal motivation is close and relevant for its subject and is determined by the nature of the activity as such. In relation to the study of a foreign language, the following variations of internal motivation are divided: communicative (direct communication in the language being studied), linguo-cognitive (positive attitude to the language) and instrumental (positive attitude to various types of work). The communicative type of internal motivation is decisive when mastering a foreign language, since it

contains the first and natural need of language learners - communication. The ability to communicate, read and write in a foreign language, and understand foreign speech are basic communication needs.

A foreign language lesson has its own specifics, since the formation of students' communicative competence is put forward as the main goal of teaching.

Speech warm-up at the beginning of the lesson is already a communicative preface, and speech tasks during the lesson strengthen its communicative orientation. The student's acceptance of the task is the starting point for the emergence of motivation. At the same time, it is important to emphasize the ability of the teacher to formulate the task of the lesson, based on the level of language training of students and their age characteristics. Modern didactics requires a foreign language lesson to have a certain conversational topic with the stated problems and the use of such collective forms of learning as working in pairs, groups, dramatization, role-playing games. Collective forms of work are desirable in the classroom, because they correspond to the very essence of language as a means of communication, assuming the presence of partners.

It is worth noting the difficulties in maintaining the motivation of the communicative type in the atmosphere of the native language, when a foreign language acts as a kind of artificial means of communication and the so-called "real situations" have an inauthentic character. Teaching a foreign language on the basis of communicative tasks introduces students to foreign language culture and participation in the dialogue of cultures, which is currently considered a global goal of mastering a foreign language.

Maintaining students' interest in the language as such relates to linguistic-cognitive intrinsic motivation. This type of motivation is formed directly through the stimulation of search activity in the language material and the development of language guesswork, as well as indirectly through communicative motivation.

The positive attitude of students to certain types of work forms instrumental motivation. The main task of the teacher is not to familiarize students with the work on the language material contained in the textbook, but to manage their independent activities. Thus, the teacher designates a specific goal that students should come to in the course of acquaintance with the language material, thereby fulfilling the function of a source of information, and promotes the concentration of students' attention on important aspects of the language material, acting as a manager of the process of skill formation and skill development. Instrumental motivation takes into account the temperament of students and gives each of them the opportunity to express themselves in the work that they most like.

There are also positive and negative motivations. The construction "If I learn English, I will get excellent on the exam" marks positive motivation. The construction "If I don't pass the exam, then I will be expelled" is negative. A survey conducted by specialists among students of non-linguistic specialties showed that the majority of respondents when studying a foreign language at a university are driven by a prosocial motive ("it is necessary according to the curriculum", "not to be expelled", etc.). The learning process is perceived by such students as forced behavior. A small part of the students pointed to the motive of self-affirmation ("to build a successful career") and the motive of affiliation ("to travel", "to communicate with foreigners"). Only 5% of students have internal motivation: they study a foreign language because they like it. It can be concluded that students are mainly driven by external motives, while a significant proportion of motivation is negative. This is perceived as a kind of contradiction, since the prestige of foreign language proficiency and its importance in public life have grown, and these circumstances should have formed a positive motivation. However, as we can see, this does not always happen.

3. RESULT AND ANALYSIS

Educational motivation is a necessary condition for a successful educational process. It is necessary to encourage students to work and maintain their interest in the language being studied, since this deepens thinking, facilitates the perception of the material and memorization. Considering motivation

as the main driving force in learning a foreign language, it is important to note that motives always relate to the inner motives of a person. Thus, the formation of teaching motives is the creation by the teacher of conditions under which the student has an inner desire to learn a foreign language. In order to form a student's desire to achieve the intended goal, the teacher must have a genuine interest in his activities and objectively relate to the successes and failures of students. Every student should be motivated to succeed, and this is the primary task of the teacher. To solve it, the teacher should from time to time mentally take the place of his student. Then additional opportunities will open up for understanding the motives of his activities, as well as ways to develop and adjust them. A necessary condition for such an imaginary "reincarnation" is a good knowledge of their students. The success of teaching and the attitude of students to the subject are largely determined by how interesting and emotional the teacher conducts the lesson.

The main problem of motivation is not how to form it initially, but how to maintain and improve it in the future. The following conditions can contribute to success here:

- 1) development of a special system of exercises, performing which students would feel the result of their activities;
- 2) involvement of the emotional sphere of students in the learning process;
- 3) a well-thought-out set of measures of pedagogical influence, in particular, the presence of incentives and reinforcement of results;
- 4) the use of audiovisual tools in the classroom;
- 5) the use of personal individualization;
- 6) development of a system of extracurricular activities that increase interest in language learning.

Based on their own pedagogical experience and observations of other authors, it is possible to identify the main aspects of teaching that contribute to increasing positive motivation:

- 1) involvement of students in independent work in the classroom;
- 2) the problematic nature of tasks and situations proposed for discussion;
- 3) control of knowledge, skills and abilities;
- 4) using cognitive games;
- 5) attraction of country-specific material.

Among the problems that students most often face and which reduce their motivation to learn, the following can be mentioned:

- lack of language and speech means to express one's own thoughts and ideas in a foreign language;
- fear of making a mistake;
- misunderstanding of how to perform a specific task;
- lack of interest in the topic under discussion or the subject as a whole;
- monotony of tasks;
- fatigue from prolonged communication in a foreign language;
- factors related to individual physiological and psychological characteristics of students.

Thus, the main purpose of the implementation of motivational activities in English lessons is to help the student become purposeful. Motive is the key factor that motivates a person to act. So the stronger the motivation of students to learn a foreign language, the more effort they will make.

The involvement of the student in the activity that best corresponds to his interests, causes positive emotions, and the learning process itself is organized in a trusting and friendly manner will contribute to motivation. This determines the need to build the educational process in such a way that, throughout the entire period, the child's internal urges to acquire knowledge and mental work are formed and maintained.

Timely identification of each of these problems allows the teacher to eliminate it as quickly as possible and maintain the educational motivation of the student group at a consistently high level.

4. CONCLUSIONS

Motivation plays a leading role in teaching a foreign language. Based on this, the teacher should possess, if possible, all the means available today for its formation and ways to improve it in the conditions of a particular educational institution. Motivation is a side of the student's subjective world, it is determined by his own motives and preferences, conscious needs. The formation of motivation is, first of all, the creation by the teacher of conditions for the manifestation of internal motives for learning, awareness of them by the students themselves and further self-development of the motivational and value sphere. Motivation is crucial for activating all psychological processes - thinking, perception, understanding and assimilation of foreign language material. Thus, it is necessary to increase the level of motivation, contributing to the development of intellectual activity among foreign language learners and ultimately striving to increase the effectiveness of the learning process.

The development of educational motivation is a purposeful and long-term process. The systematic application of various methods of increasing educational motivation strengthens the desire of students to acquire knowledge and forms a steady interest in mastering a foreign language.

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