

# THE ROLE OF MOTIVATION IN LEARNING FOREIGN LANGUAGE

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***Resume:** this paper analyzes the role of motivation in language learning, especially foreign language acquisition. It compares two different subjects who are learning English yet they have various background of family, language learning experience, and interests. They were provided pre-, post-tests to testify their knowledge; moreover, they were interviewed to know how they are encouraged to learn a language. The paper indicates the importance of intrinsic motivation for second language learners.*

***Key words:** language skills, motivation, knowledge, demotivation, intrinsic motivation.*

The objective need of modern society, especially in the context of the restructuring of all its links, including education, is the search for optimal ways to increase motivation in the study of foreign languages. It seems important that educational institutions test different strategies and ways to increase motivation. The higher the motivation of students, the more fruitful will be the study of a foreign language. Based on the data of pragmalinguistics and taking into account the changed status of a foreign language as a means of communication and mutual understanding in the world community, the modern technique emphasizes the need to strengthen the motivational aspects of language learning.

Modern psychologists and teachers are united in the fact that the quality of the activity and its outcome depend, first of all, on the motivation and needs of the individual [6], his motivation; it is motivation that causes purposeful activity that determines the choice of means and methods, their ordering to achieve goals. The problem of motivation in learning arises in each studied subject. In appropriate

techniques and manuals, methods have been developed for its development and stimulation, taking into account the specifics of the subject. However, the problem of motivation for learning foreign languages is particularly acute. Researchers on the issue of motivation provide data on its decline from class to class. It is noteworthy that until the moment of studying a foreign language and at the very beginning, students usually have high motivation. They want to communicate in a foreign language with peers; it is tempting to recite poems and sing songs in a foreign language; reading to learn about other countries. Many students see in the study of a foreign language something “adventure”, penetration into a new unfamiliar world; attractive is the opportunity to transform: "I am a speaker in my native language," "I am a speaker in a foreign language." In a word, almost everyone has a desire to speak a foreign language, to be able to communicate directly, through a book or correspondence. But the mastery of a foreign language begins, and the attitude of students is changing, many are disappointed. Indeed, this process presupposes a period of accumulation of “building material”, a stage of inevitably primitive content, overcoming various difficulties, which postpones the achievement of the goals that were dreamed of. As a result, motivation decreases, counter-activity disappears, the will to learn a foreign language weakens, overall performance decreases, which, in turn, negatively affects motivation. And later, as adults, they regret what they missed, dissatisfaction arises not only with oneself, but mainly with the staging of teaching a foreign language. Such is the widely observed picture associated with the study of a foreign language and in technical schools. The analysis of available domestic and Western literature showed the following. At the moment, there is no consensus or unequivocal solution to this problem, namely, what exactly is motivation in general and motivation for educational activities in particular.

The search for ways to solve the question of the motivation of learning is possible in terms of psychological research in this area, which examines the psychological foundations of motivation.

As the world has been found to become like a “global village”, English is likely to appear one of the domain languages. The majority of people can learn it as a second language. However, in the second language acquisition, it is irrefutable fact that learners may face several problems including language competence, influence of first language, lexical resource deficiency, even sometimes psychological and emotional attitudes of acquiring a second language yet there are various hypothesis and theories to tackle down these difficulties. So, this case study aims to investigate motivation as a key factor of language learning.

Looking in a little in more detail, in this case study, 2 objects, who are currently studying at the Tashkent State Pedagogical University in the same course with different groups (Russian, Uzbek) whereas own various social background and also language level, have been selected to indicate how motivation impacts on their present study and future plans for educational perspectives.

Main objectives of this case study are threefold:

- To analyze motivation as a main factor of learning language more effectively like strong self-study skills
- To find out motivation as a tool of language acquisition whether continuing a career or learning the culture of second language group
- To investigate why motivation might disappear (demotivation, a motivation)

During the observation, subjects have been asked some tasks to do, given general questions, additionally, some research work, articles which are relevant for the case study have been learnt and collected to compare with the case study.

Initially, to analyze how motivation can impact on second language learning, two subjects were selected. They are studying at the Tashkent State Pedagogical University, in the same faculty- “Foreign language and its literature”, as 2<sup>nd</sup> course students. However, they have a huge difference in their social and cultural background, first language acquisition.

The first subject is A.Z. who was born in 1993. Between 2000 and 2009, he studied at secondary school and continued it in the college of Economy till 2012. Z

started learning English in 2008 when he was an applicant. He failed twice in higher education and also stopped learning English for some years due to working in the market. After several years' attempt, he became a student in 2017. His first language is Uzbek, but he had a strong desire to continue his educational process even though in his family background, most of the members are just businessmen and there was no language learning atmosphere. They made him stop applying for the university yet he didn't give up. The most interesting fact is that he didn't know Russian as well, but now he is studying at Euro group whose first language is Russian and has been learning Russian language. After gaining enough experience in Russian, now he is preparing for IELTS exam course.

The second subject of this case study is T. S., 20-year-old girl. She started her secondary education in 2005 and continued in Economy College till 2017, entering the university. Her first language is Uzbek, but in her family Russian is a bit predominant so she applied for Russian group. A glance at her family background, her mother is an English teacher and also the other members of family are well-educated. Now, she is studying at intensive course of IELTS as well.

### **Conclusion and further implications**

In conclusion of the case study, Susan's research matches with observed subjects' learning. In reality, if a learner is motivated internally, it will be easy to ponder everything with inner desire. Learning obstacle, other impacts which may interfere the learner will be tackled down. However, sometimes motivation types may alter to one another revealing both in one learner like S2 (S)'s awareness of language. Multifarious interesting activities, any type of creative methods, friendly atmosphere in the classroom and supportive teacher and friends has made S2 learn the target language to improve her language skills rather than coming to the lesson under parental supervision or just avoiding punishment of a teacher. Conversely, S1 is continuing to be really encouraged and planning to learn Foreign language after becoming advanced level on English language. He himself works on his lexical resource to expand, speak different topics.

As for the further suggestions, S1 should keep improving and practicing in this pace whereas S2 may use different multimedia lessons in order not to be bored and also intensify her understanding in English. It is stated that even movies enable to influence language learning via improving learners' understanding, via subtitles they may boost reading skills and learn some new daily words than academic versions. Additionally, both subjects have a capacity of taking benefits from movies to broaden their horizon on culture of the English- spoken countries later may enhance their interest of learning. Speaking skills, fluency and pronunciation also will be increased by imitating heroes, their appearance and way of speaking.

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