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Motivation and its Factors in Teaching Foreign Languages

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ABSTRACT

The issue of motivation is extremely important in the process of teaching a foreign language. Motivation is of particular importance for any human activity, including cognition. It is noteworthy that at the first stage of learning a foreign language, students, as a rule, have high motivation. They want to speak a foreign language, read, and learn about other countries. However, in the process of mastering this rather painstaking activity, the attitude of students changes. After all, this process involves a period of accumulation of knowledge, skills and abilities; overcoming difficulties that delay the achievement of goals. Motivation decreases, counter activity disappears, the will weakens, academic performance decreases, which in turn negatively affects the motives for learning.

KEYWORDS: knowledge, foreign language, motivation, student, teacher, modern education, stimulus.

In the era of globalization of all spheres of public life, the problem of motivation in the study of foreign languages becomes extremely relevant. Globalization means that the role of personal contacts of people is increasing more and more, therefore, verbal communication, including interethnic communication, which requires knowledge of a foreign language. Foreign languages are becoming one of the main factors of both socio-economic and general cultural progress of society. A foreign language plays a huge role in shaping the personality and improving education, because with the help of it you can get direct access to the spiritual wealth of another country, get the opportunity to communicate directly with representatives of other peoples. Therefore, it is not surprising that in recent years in our country there has been a significant increase in interest in foreign languages, mainly in English. Now the knowledge of two or more languages is an undoubted attribute of any modern highly educated person. New political and socio-economic changes in Russia in recent decades, its desire to actively and fruitfully cooperate with Western countries have significantly influenced the expansion of the function of a foreign language as a subject and led to a rethinking of the goals, objectives and content of teaching foreign languages. The new political situation, the expansion of international cooperation and international contacts today require a deeper knowledge of a foreign language. All of the above significantly increases the prestige of the subject "foreign language" as an educational discipline of the university. In addition, here the concept of motivation comes to the fore. Of course, the problem of motivation in learning arises in every subject, but it is especially acute in learning a foreign language. It is all about the special specifics of the subject, which requires the student to have a certain base and communication skills.

Therefore, considering motivation as the main driving force in the study of a foreign language, we note that motives relate to the subjective world of a person, are determined by his internal motivations. Hence all the difficulties of calling motivation from the outside. A person will be able to learn a foreign language if he himself feels the need for it.

Let us try to figure out what the motivational sphere of a person is and how it is characterized in educational activities. Scientists interpret the concept of "motive" in different ways: the motive is understood as a condition of existence, moral and political attitudes, considerations on which the subject must act. One way or another, most agree that a motive is either a motive or an intention, or a goal. Therefore, this concept must be approached comprehensively, taking into account all possible aspects.

Now we will characterize the types of motivation that take place when teaching, in particular, a foreign language. Together they constitute the so-called learning motivation. A number of specific factors determines learning motivation:

- characteristics of the student (gender, self-esteem, level of intellectual development);
- features of the teacher and his attitude to his own pedagogical activity;
- organization of the entire pedagogical process;
- the specifics of the subject (in this case, a foreign language).

Based on the above factors, learning motivation can be divided into external and internal.

External motivation is not directly related to the content of the subject, but is due to external circumstances. Examples are:

- achievement motive - caused by a person's desire to achieve success and high results in any activity, including learning a foreign language. For example, for excellent grades, graduation, etc.;
- the motive of self-affirmation - the desire to assert oneself, to obtain the approval of other people. A person learns a foreign language in order to gain a certain status in society;
- identification motive - the desire of a person to be like another person, as well as to be closer to his idols and heroes (for example, to understand the lyrics of his favorite group);
- the motive of affiliation - the desire to communicate with other people. A person can learn a foreign language in order to communicate with foreign friends;
- the motive of self-development - the desire for self-improvement. A foreign language serves as a means for spiritual enrichment and general development of a person;
- prosocial motive - associated with the awareness of the social significance of the activity. A person learns a foreign language because he realizes the social significance of learning.

Internal motivation is not connected with external circumstances, but directly with the subject itself. It is also often referred to as process motivation. A person likes a foreign language directly, likes to show his intellectual activity. The action of external motives (prestige, self-affirmation, etc.) can enhance internal motivation, but they are not directly related to the content and process of activity.

In addition, learning motivation can be divided into positive and negative. For example, the construction “if I learn English, I will get excellent at the exam” is a positive motivation. The construction “if I learn English, I will pass the exam, and I will not be expelled” is negative.

Now let us turn to the results of a survey conducted by specialists among students of non-linguistic specialties in order to establish what motives drive them in learning a foreign language. A total of 200 students were interviewed.

The answers of the respondents were distributed as follows:

- “I teach only because it is necessary according to the curriculum” -60%
- “So as not to be expelled” - 19%
- “I want to get a good job, build a successful career” - 10%
- "To travel abroad, communicate with foreigners" -6%
- “I study because it is interesting” - 5%

Of course, the method of oral questioning does not pretend to comprehensively cover the situation and reveal hidden subjective meanings, but some conclusions can definitely be drawn: the vast majority of students studying a foreign language at a university are driven by a pro-social motive (“it is necessary according to the curriculum”, “so as not to be expelled”). That is, we can say that the learning process for them is either habitual functioning or 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”). And at the same time, only 5% of students have intrinsic motivation - they study a foreign language because they like it.

The main conclusion is that students are mainly driven by external motives, while there is a significant proportion of negative motivation (“so as not to be expelled”, “not to put a deuce”). This is somewhat of a contradiction, as the prestige of foreign language proficiency and its importance in public life has grown, and it would seem that there should be more positive motivation. In addition, it is absolutely clear that an undertaking of actions is required to challenge in students intrinsic motivation. That is, it is necessary to create conditions under which students have a personal interest and need to learn a foreign language. The need for learning should correspond to such types of internal motivation as communicative (direct communication in the language), linguo-cognitive (positive attitude towards the language) and instrumental (positive attitude towards various types of work).

It must be understood that there are a variety of strategies that help increase motivation in learning a foreign language. Here are some of the ways to motivate foreign language students:

- Recognize the complexity of motivation.
- Be mindful of both initiating motivation and keeping it going.
- Discuss with students the usefulness of doing an activity.
- Involve students in making decisions related to learning a foreign language.
- Recognize students' individuality.

- Strengthen intrinsic motivation.

The following demotivating factors can be distinguished:

- Teacher (personality, dedication, competence, teaching methods);
- Low self-esteem (experience of failure or lack of success);
- Negative attitude towards learning a foreign language;
- Mandatory study of a foreign language;
- Intervention of another foreign language being studied;
- Negative attitude towards the culture of the country of the language being studied.

R.M. Ryan and E.L. Deci note that intrinsic motivation dominates in importance, reflecting the internal desire of the individual to learn and acquire knowledge, while extrinsic motivation can vary significantly in its relative autonomy and, accordingly, can be a reflection of either external control or self-regulation. Therefore, external motivation can be divided into several types. In the first case, students with a pronounced external motivation carry out activities with indignation, indignation, and reluctance. In the second case, we are talking about the forced desire of the individual to perform certain actions, but at the same time it is a reflection of the manifestation of the will or internal acceptance of the value of the task. Undoubtedly, the effectiveness of the process of teaching a foreign language depends on many factors, but motivation in a foreign language class plays a very important role. Motives and motivation are the driving force behind the learning process. It is motivation that is the main means that will make it possible to increase the level of students' interest in the educational process. Therefore, the education system as a whole and teachers, as the most important subjects of this system, should always pay great attention to the principle of motivation; create situations in which students become interested in educational material. To achieve this goal, teachers must enhance both extrinsic and intrinsic motivation to learn. However, internal motives prevail over external ones, because in external motivation a student can perform educational activities under the influence of external circumstances (for example, teachers), and internal motivation is abstract and associated with pleasure, such satisfaction, a sense of achieving a goal within the person himself, and can even affect for extrinsic motivation. According to V.A. Salimova, "our plans, all searches and constructions turn into dust if the student has no desire to learn".

All of the above types and subtypes of motivation and demotivation are the main forces that motivate a person to learn a foreign language. However, it should be remembered that if the motivation is too strong, the level of activity and tension increases, as a result of which work efficiency deteriorates. In this case, a high level of motivation causes unwanted emotional reactions. It is necessary to find the optimum at which high efficiency is combined with getting joy from learning a foreign language.

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