

## Role of Motivation in Learning a Foreign Language

*Nursultan Nurniyazov Jalgasovich*<sup>1</sup>

**Abstract:** This article discusses the most important reasons of the student's demotivation in the learning process of English.

**Key words:** motivation, demotivation, student, process, communication.

In the era of globalization of all spheres of social life, the problem of motivation in the study of foreign languages becomes extremely urgent. Globalization means that the role of personal contacts of people is growing more and more, hence – of 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 the formation of personality and the improvement of education, because with the help of it you can get direct access to the spiritual wealth of another country, get the opportunity to directly communicate with representatives of other nations. Therefore, it is not surprising that recently in our country there has been a significant increase in interest in foreign languages, mainly in English. Now knowledge of two or more languages is an undoubted attribute of any modern highly educated person. New political and socio-economic changes in Uzbekistan in recent decades, its desire to actively and fruitfully cooperate with Western countries significantly influenced the expansion of the function of a foreign language as a subject and led to a rethinking of the goal, objectives and content of teaching foreign languages. The new political situation, the expansion of international cooperation and international contacts require today 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. And here the concept of motivation comes to the fore. Of course, the problem of motivation in learning arises in each subject, but it is especially acute in the study of a foreign language. It's all about the special specifics of the subject, requiring 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 refer to the subjective world of a person, are determined by his inner motives. 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's 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 according to which the subject should act. One way or another, most agree that a motive is either an impulse, or an intention, or a goal. Therefore, this concept must be approached comprehensively, taking into account all possible aspects. Now let us characterize the types of motivation that take place in teaching, in particular, a foreign language. Together they constitute the so-called educational motivation. Learning motivation is determined by a number of specific factors:

- The characteristics of the student (gender, self-esteem, level of intellectual development);
- The characteristics 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, educational 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 include:

- The motive of achievement – caused by the desire of a person to achieve success and high results in any activity, including in the study of a foreign language. For example, for excellent grades, getting a diploma, etc;
- The motive of self-affirmation – the desire to assert oneself, to get the approval of other people. A person learns a foreign language in order to obtain 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 your favorite band);
- The motive of affiliation is 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;

<sup>1</sup> Nukus State Pedagogical Institute named after Ajiniyaz

- 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 associated with external circumstances, but directly with the object itself. It is also often called procedural motivation. A person likes a foreign language directly, he likes to show his intellectual activity. The action of external motives (prestige, selfaffirmation, 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 on 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. It is necessary to understand that there are a variety of strategies to help increase motivation in learning a foreign language. Here are some of the ways to motivate foreign language learners:

- Recognize the complexity of motivation.
- Remember both the initiation of motivation and its retention.
- Discuss with students the usefulness of doing a particular activity.
- Involve students in decision-making related to the study of a foreign language.
- Recognize the individuality of students.
- 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;
- Obligation to study a foreign language;
- Intervention of another studied foreign language;
- Negative attitude towards the culture of the country of the target language.

All of the above types and subspecies of motivation and demotivation are the main forces of motivating a person in learning 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 in which high efficiency coexists with the enjoyment of learning a foreign language.

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