



MOTIVATION IN THE PROCESS OF LANGUAGE LEARNING

Jumanova Sabrina Vaydullayevna

Teacher Uzbek State World Languages University

Abstract

Motivation controls the process of reading-learning, which determines the essence of education, as well as activism. Therefore, mastering a second language without difficulty in the process of language learning depends on the motivation of students. We examine this situation below.

Keywords: Motivation, motive, interest, purpose, success, teacher, student, learning process, action

Introduction

In the age of globalization, the demand for human resources is changing dramatically. Prospective personnel need to have competent knowledge in their field, creative thinking, excellent use of modern information technologies, and the ability to adapt quickly to changes in the modern world. In conclusion, the reforms being carried out in the education system in our country in recent years mean that more attention has been paid to training than ever before.

We all know that the effectiveness of educational work depends on a number of factors: the ability to organize lessons correctly, the correct and effective use of information and communication technologies in the classroom, the level of knowledge and interests of students. It depends on the use of the method, the systematic conduct of practical tasks, and so on. Many problems in this area are still unresolved. One of the challenges is to motivate students to learn and to keep that motivation in check. Given that motivation is needed to achieve everything, we make sure that students need motivation as much as water and air in the process of language learning.

Methodology

Today's world practice shows that the organization of lessons, taking into account the interests, aspirations and desires of students, or the targeted orientation of students' learning activities, ensures the development of learning materials. It is well known that in order to organize lessons and keep students active during the lesson, it is necessary to take into account the learning motives of students or to form their motivations for science. The main reason for this is that students' learning motives, in general, are the basis of activity.

The word "motivation" has a number of meanings, including longing, push, will, desire, pressure, interest, and purpose. To date, scientists have not come to a clear understanding of what motivation is, so there are several definitions of the word "motivation." According to Homola, "The word motivation is the general name for all the impulses that lead to action or motivate certain actions." According to this definition, motivation is something that motivates action. William and Burden describe motivation as "a state of cognitive and emotional arousal that leads to a conscious decision to move and a period of constant intellectual or physical activity."



Gardner expands this view as follows: "... motivation includes four aspects, purpose, mobility, behavior, desire to achieve a goal is an incentive that motivates, the last three aspects reflect individual differences in the motivation itself ". According to Huang (2012), motivation itself" is usually interpreted as a relatively general need or desire that motivates people to start a sequence of purposeful actions. "In contrast, goals and relevant strategies are more specific and are used to explain the direction and quality of a sequence of actions in specific situations.

We have considered a number of definitions of motivation above, and if we quote from these definitions, there are many such definitions, so to summarize, we say that Motivation is the desire and desire to act that arises for a specific purpose. cycle

Unless students are motivated to learn, they will not have a high level of mastery. Motivation is the key to successful language learning, because very little can be achieved without it. In an overview article, Spolsky (2000) emphasizes the versatility of the concept of motivation, noting that it can also be used to explain and manage student behavior. According to Dornyei, "At least the ultimate goal of a dedicated teacher was to always strive to motivate students and then maintain and enhance it as much as possible. High motivation is always associated with success in language classes. Lamb also said, "He sees motivation not as a tool for successful learning, but as a learning material. For him, motivation is something that students need to be taught to learn how to motivate themselves without waiting for a teacher to motivate them to pique their interest." Based on the above, let's look at the process of motivating students in English.

Motivation of students in the process of language learning occurs in the situation between teachers and students. First of all, let's analyze the tasks and opportunities of teachers that motivate students. Ames (1990, p. 409) states that "teachers also need to know how to rely on this knowledge in addressing motivational concerns and making learning decisions". Motivation should be the basis of the learning process. How teachers increase students' interest in reading depends on the teacher. There are many ways for teachers to motivate students. As Bishay points out, one way teachers can motivate students is to do a variety of activities every day. As we can see, the motivation of students is to some extent the responsibility of teachers.

There is evidence that the learning environment plays an important role in reducing the motivation of university students. An interesting and non-supportive learning environment influences students' motivation and success. According to Pintrich and De Groot, there are three factors that motivate students to learn: the affective, anticipatory, and value components.

The affective component refers to students' emotions or emotional reactions to a task or educational institution in general. Therefore, students' concerns definitely require additional processing skills to prepare students to continue working on a specific task. Previous research has found a positive correlation between overall well-being in an educational institution and educational investment, academic achievement, and academic performance.

The expectation component includes students' confidence in their ability to complete an assignment, which is often related to students' academic self-efficacy. In essence, this component is simply about students' beliefs about their hopes or goals. That way, students know that a certain amount of effort, a



lot of work, and a lot of results will work. Research has shown that academic self-efficacy depends on a student's level of mobility. Self-motivated students not only work harder and last longer, but also use cognitive and metacognitive strategies.

The value component (task value) includes students' goals for completing an assignment or taking a course. For example, their belief in the importance and usefulness of education and their interest in the task. There are a number of differences in this situation, including the focus on learning goals and avoidance of goals, or the difference between internal and external motivation.

Teachers should also pay attention not only to the educational process, but also to the different backgrounds of students, including social, cultural, economic, political, and student characteristics. In this way, teachers can carry out the potential competencies of students.

If someone asked what "motivation" is in language learning, the answer would be energy that motivates a person to move toward a goal. It is possible to have the right environment, the right tools, but you can't achieve a goal or a result if you don't have the inclination to "do" and act. Once someone is determined to do something, the determination must continue. Especially if the goal is a long process, for example, language learning should become a continuous process. There are endless reasons that can motivate you to change goals from one person to another, and there are a variety of influences that can weaken or increase your motivation. In view of this complexity, the motivation that arises in language learning needs to be moved until the student achieves the goal.

According to Crookes and Schmidt, motivational language learning motivation has both internal and external aspects. Internal aspects include interest in a second language, the suitability of learning a second language for personal needs, expectations of success or failure, and rewards. External aspects include the decision to engage in language learning, perseverance over time, and maintaining a high level of activity. Dornye provides a more dynamic definition of learning motivation and emphasizes that motivation should be sustainable over time. According to Dornyei, "Second language motivation is the main motivator for initiating learning behaviors and then provides the driving force to continue long and often tedious learning, i.e., the involvement of the second language learner. all other factors imply a certain amount of motivation."

According to MacIntyre, any explanation of language learning motivation requires answering three questions:

- (a) Why is the work done for a specific purpose?
- (b) What determines how much time or effort it takes to reach a goal?
- (c) Why do people with the same educational background differ in their motivational levels?

As for the last question, MacIntyre emphasizes that individual differences are very important in the study of motivation. With that in mind, let's say that motivated students experience the following:

expands efforts;
treats the task with determination and caution;
aspiration to goals and desires;
enjoys activities;
creates satisfaction from what they do;



uses strategies to get out of failure.

In conclusion, the motivation of students learning English comes from the teacher-student relationship in the learning process, as well as through external influences. In this case, the teacher is given certain tasks. Ask students to be clear about their goals and to understand that the knowledge they are learning is part of their purpose.

References

1. Ames, C. (1990). Motivation: what teachers need to know. Teachers Collage Record, 91(3), 410.
2. Boekaerts, M. (1993). Being Concerned With Well-Being and With Learning. Educational Psychologist, 28(2), 149-167.
3. Domyei, Z. (1998). Motivation. In J. Verschueren, J-Ostmann, J. Blornmaert & C. Bulcaen (Eds.), Handbook of Pragmatics. Amsterdam: John Benjamins, I-22.
4. Maria Mifsud, MEd. The Relationship of Teachers' and Students' Motivation in ELT in Malta: A Mixed Methods Study. Disseretation. University of Nottingham 2011. p-29
5. Pintrich, P., & de Groot, E. (1990) . Motivational and self-regulated learning components of classroom academic performance. Journal Of Educational Psychology, 82(1), 33-40.
6. R. Gardner Social psychology and second language learning. The role of attitudes and motivation. London-1985, p-50
7. Samuel Homola. CHIROPRACTOR'S TREASURY OF HEALTH SECRETS, 1972 p-11
8. Thoonen, E., Slegers, P., Peetsma, T., &Oort, F. (2010). Can teachers motivate students to learn?. Educational Studies, 37(3), 345-360.
9. Williams, M., & Burden, R. L. Psychology for language teachers: A social constructivist approach. Cambridge. 2013