

THE IMPORTANCE OF MOTIVATION IN A FOREIGN LANGUAGE LEARNING.

Yusupova Rakhima Akhmedovna:

Khorezm Academic Lyceum of the Ministry of Internal Affairs in the Republic of Uzbekistan.
English teacher

Matniyazova Nasiba Samandarovna:

Khorezm Academic Lyceum of the Ministry of Internal Affairs in the Republic of Uzbekistan.
English teacher.

Babajanova Ikbol Salomaddinovna:

Khorezm Academic Lyceum of the Ministry of Internal Affairs in the Republic of Uzbekistan.
English teacher

Annotatsiya: This article gives information about the importance of motivation in a foreign language learning. Motivation is one of the most important factors in language learning. Students with a good attitude towards English are more likely to work hard and keep going when learning gets challenging.

Motivation is one of the most important factors which influence language learners' success or failure in learning the language. Motivation is defined as “the choices people make as to what experiences or goals they will approach or avoid and the degree of effort they will exert in this respect” (Keller, 1983).

Keywords: Motivation, student, teacher, content, method / process, environment.



Few professions are as multifaceted as teaching. Being a teacher does not solely mean teaching someone something. Teachers today also have a nurturing role, they have to be role models and see to it that the student is doing well in school, etc. One of the main duties in education is to motivate the students to learn, even if they might not find the subject very interesting. This is a challenge to the profession and something which might be useful for teachers to reflect upon when facing students. That is why the two following questions will be investigated:

- What does motivation in a lyceum environment actually mean?
- How do practicing teachers work with motivating their students to study English?

Therefore the aim for this essay is to create a deeper understanding about motivation and also to get a more profound understanding of how English teachers work practically with motivation during class. Motivating the students to learn English is not part of the courses the students at university take when becoming teachers, thus it could be beneficial for any future English teacher to know how they can help motivate their future students.

Language experts point out different kinds of motivation. Gardner and Lambert introduced the concepts 'integrative' and 'instrumental' motivation [3]. Integrative motivation is a desire to be involved with native speakers of the language and their culture whereas 'instrumental' motivation appears from the need to learn the language for study or for work.

'Intrinsic' or 'extrinsic' motivation is another distinction which may be more useful to teachers. 'Intrinsic' motivation is the enjoyment of learning the language while 'extrinsic' motivation is derived from the influence of external sources. Five key ingredients impacting student motivation are: student, teacher, content, method/process, and environment.

As we are teachers, I researched more on how teachers can motivate learners. Williams states, '...in order to get learner motivation, the teachers must be well-trained, must focus, and monitor the educational process, be dedicated and responsive to his or her students, and be inspirational'. Penny Ur emphasizes on five factors which have motivating power that teachers must take into account: success and its awards, failure and its penalties, authoritative demands, tests and competition[4]. Teacher's main functions here are to make sure that learners are aware of their successes,

learners understand they might fail if they don't make enough progress,

learners feel they have demanding and authoritative teacher

to test learners' progress from time to time;

to use group competitions in class.

Paul Davies identifies setting appropriate goals and objectives, carefully planned activities, interesting topics, authentic materials, personalities and relationships of the teacher and learners, and teacher's feedback as important factors to gain motivation.

Graham Crookes and Richard Smidt point to several areas where educational research has reported increased levels of motivation for students in relation to pedagogical practices. Included among these are:

Motivating students into the lesson: At the opening stages of lesson (and within transitions), it has been observed that remarks teachers make about forthcoming activities can lead to higher levels of interest on part of the students [5].

Varying the activities, tasks and materials Students are reassured by the existence of classroom routines they can depend on. However, lessons that always consist of the same routines, patterns and formats have been shown to lead to a decrease in attention and increase in boredom. Varying the activities, tasks, and materials can help to avoid this and increase students' interest levels.

Using to co-operate rather than competitive goals Co-operate learning activities are those in which students must work together in order to complete a task or solve a problem. These techniques have been found to increase the self- confidence of students, including weaker ones, because every participant in a co-operate task has an important role to play. Knowing that their team-mates are counting on them can increase students' motivation.

In conclusion, there are many different methods for a teacher to utilize when trying to motivate the students. Different methods work for different classes, and one of the challenges a teacher faces is to pinpoint which method to use. To make it even more difficult, he/she also has to find the one that suits them as a teacher.

Motivating students today is a handful for even the most experienced teacher, but I believe that it is important to remember yourself as a teacher. If a teacher is not motivated to do his/her job, one cannot expect the students to be motivated to do theirs. If you have given up on your task as a teacher, your students will soon follow your example. In other words, do not give up on your students, after all, there are no students who totally lack motivation, they just need someone who shows them how to reach their goals.

Since this essay mainly focuses on the teacher motivating his/her students to learn English, it might be interesting to extend the study to what would motivate students to learn English. This could be done both with

the help of a questionnaire, or even with in-depth interviews with a smaller amount of students.

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