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## EMPIRICAL STUDY OF EDUCATIONAL MOTIVATION OF STUDENTS OF DIFFERENT AGES

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### Annotation

This article is devoted to the study of empirical study of educational motivation of students of different ages. Motivating students to perform any activity contributes to a deeper understanding of their own activities and as a result of the strength of knowledge acquisition, the formation of skills and abilities.

**Keywords:** Knowledge, skills, abilities, motivation, foreign language, accumulation, basic vocabulary, adults, middle level, communicative intention, primary school age, adolescence.

Modern society is constantly searching for optimal solutions to the problems of forming the educational process, analyzing and improving the structure and content of education.

Psychologists and educators have come to the conclusion that the effectiveness of educational activity, its result, primarily depends on the motives and needs of a small person, since it is motivation that provokes an individual to purposeful activity, achieving the desired result and finding effective tools for solving tasks. In the course of studying at school, schoolchildren very often have a problem of motivation to study certain subjects. In the methodological literature and textbooks, you can find examples of various techniques for developing and increasing motivation to study certain subjects. However, the problem of ways and mechanisms to increase motivation for learning foreign languages requires additional research.

The analysis of the motivation problem reveals a decrease in motivation at the older stages of training. According to statistics, before learning a foreign language and at the initial stage of learning foreign languages, schoolchildren have a high motivation to learn languages. Students have a desire to talk in a foreign language with classmates, they like to tell poems and sing songs in a foreign language, for them it is quite a tempting prospect to learn to read about the culture and history of other countries. For most students, the prospect of learning a foreign language is something like an "adventure", a "journey into a new unknown world". Many of them dream of acquiring a new experience:

"I speak a foreign language." Therefore, most people are motivated to speak a foreign language in order to be able to talk to their peers who are native speakers of a foreign language, read books or correspond on social networks in a foreign language.

But when the moment comes to learn foreign languages, the students' attitude to this subject changes, many of them are disappointed. Since in the process of learning a foreign language there is a period of accumulation of basic vocabulary, knowledge of grammatical constructions, etc., which involves overcoming various difficulties, then all this pushes back the achievement of goals that seemed so tempting to the student. As a result, motivation disappears, the previous activity decreases, the persistence that was aimed at learning foreign languages weakens. Because of this, academic performance decreases, which also negatively affects motivation. In the future, as adults, they regret that they missed the moment, and they have a feeling of dissatisfaction not only with themselves, but also with the system of teaching foreign languages in general.

Psychological research in this field helps to find a solution to the question of motivation of teaching, where the psychological positions of motivation are investigated.

According to I. Zimnaya, "a motive is something that explains the nature of a given speech action, whereas a communicative intention expresses what kind of communicative goal the speaker pursues by planning this or that form of influence on the listener" [5] The problem of motivation in teaching foreign languages is considered by psychologists such as A. A. Alkhasishvili, I. A. Zimnaya, A. A. Leontieva, N. M. Simonova and others.

The researchers argue that motivation should be considered as one of the most important details in the process of learning foreign languages, which helps to ensure its effectiveness. But we need to take into account the following: motivation is a system of provoking impulses that guide the educational activities of students. In the case of a positive instruction by the teacher during a more detailed study of a foreign language, its improvement and the desire to improve their knowledge of foreign language speech activity.

The teacher can only indirectly influence the motivation of students, helping to create favorable conditions and form motives on the basis of which students have a personal interest in work. The teacher does it well when he can take the place of the student, understand his problems and difficulties. If the teacher succeeds, then he can not only understand the motivation of language learning, but also, as if from within, encourage, improve and correct them.

In the educational system of the school, the work of a teacher is mainly based on the age, psychological and physical characteristics of primary school age and adolescence. According to D.B. Elkonin, for these ages, the leading activities will be "educational activities, personal communication, imitation of professional situations" [7, 26]. In this regard, in the process of teaching a foreign language, primary school teachers most often use active activities in the classroom, such as theatrical productions, learning poetry and song material, various types of play activities.

For the middle level, the emphasis will be on communication between peers, exchange of opinions, judgments with each other, for the senior level – the orientation of students to choose their life path. Consideration of these age characteristics can also be traced in the educational literature offered to schoolchildren for learning a foreign language. For example, in textbooks for primary classes, the material is mainly focused on cognition of the surrounding world, many tasks can be performed during active activity, for adolescence, tasks are mainly aimed at generating communication between students, touch on personal topics, issues of concern, for adolescence, educational texts most often have a professionally oriented orientation.

Thus, it can be noted that the textbooks, one way or another, take into account the age periodization of mental development. To date, taking into account age characteristics is one of the criteria underlying the development of the Federal List of textbooks recommended for use in the implementation of state-accredited educational programs of primary general, basic general, secondary general education in English.

This list includes educational and methodological kits developed by K.M. Baranova, D. Dooley, V.V. Kopylova, V.P. Kuzovlev, E.Sh. Peregudova, O.V. Strelnikova and others [4]. It should also be noted that in the process of forming students' knowledge, skills and abilities in a certain discipline, it is necessary to take into account not only age periodization, but also to pay considerable attention to the formation of motivation to study, since currently there has been a sharp transition in the education system towards the intellectualization of the educational process, which consists in increasing the information load, with which not every student can successfully cope with.

So, school education, basically, is still aimed at transferring a certain amount of knowledge to children. Mastering this knowledge can become monotonous and monotonous work, which is one of the main reasons for the decrease in motivation to study. With the loss of motivation to learn, there is also a decrease in the

effectiveness of the learning process itself, which, as is known, is directly dependent on the level of activity of students in this process.

Thus, the development of interest in the subject, in our opinion, is one of the main goals of every teacher when working with students of different age groups. Without interest in the subject, without the need to learn more, it is impossible to interest the student, the process of acquiring knowledge and forming skills based on them will be less effective and take a longer time, since it will be routine and monotonous work, both for the student and for the teacher himself. To prevent the above-mentioned difficulty, an active process of developing teaching methods taking into account the age of children is currently underway. This search is aimed at optimizing learning, helps to increase motivation in the educational process and is aimed at the qualitative formation of knowledge, skills and abilities.

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