



ISSUES OF STRENGTHENING MOTIVATION IN ENGLISH LEARNERS

Begov Fayzullo Rahmatullayevich

"Tashkent Institute of Irrigation and Agricultural

Mechanization Engineers" National Research University

Head of English language department,

100138, Tashkent, Uzbekistan

ANNOTATION: *The article is devoted to the consideration of the main methods and ways to increase the motivation of students of non-linguistic specialties to learn English. Problems of motivation in learning arise in every subject. Higher education teachers are wondering how to increase students' motivation for learning. The problem of motivation for learning foreign languages is especially acute. Considering motivation as a side of the subjective world of the student, formed by his own motives and needs, it is necessary to understand that the teacher can only indirectly influence it, creating the prerequisites and conditions on the basis of which there is a personal interest in the work.*

Keywords: higher education, communicative competence, motivation, content of educational material, ways to increase motivation, organization of educational activities, teaching methods and means.

INTRODUCTION

Issues related to the search for effective ways and ways to increase the motivation of students of non-linguistic specialties to learn a foreign language are very relevant and not fully resolved. On the one hand, students realize that a specialist of any profile, fluent in at least one foreign language, has more chances to find a job and build a successful career, including abroad, on the other hand, the initial level of foreign language proficiency upon admission to a university for most students is quite low.

MATERIALS AND METHODS

Analysis of recent studies and publications that dealt with aspects of this problem and on which the author substantiates; highlighting previously unresolved parts of the general problem. Before proceeding to the consideration of possible ways to increase the motivation of students of non-linguistic specialties to study English, we consider it necessary to consider the essence of the concept of "motivation" in the context of our study. Numerous



works of domestic and foreign scientists (B.G. Ananiev, V.G. Aseev, J. Atkinson, L.I. Bozhovich, A.N. Leontiev, A. Maslow, S.L. Rubinshtein, Z. Freud etc.) are devoted to the study of the essence, nature and structure of motivation.

RESULTS AND DISCUSSION

Among the varieties of intrinsic motivation, communicative, instrumental and linguo-cognitive motivations are distinguished. Communicative motivation is considered as the main one in the composition of intrinsic motivation, because mastering communicative competence is the primary need of students. Linguo-cognitive motivation lies in the positive attitude of students to the language itself, its structure and properties. Instrumental motivation implies a positive attitude and readiness of students to perform various exercises and tasks, the desire to master new forms and types of work, further improve previously mastered methods of mastering a foreign language, and willingness to engage in independent learning activities.

In a broad sense, motivation can be interpreted as a source of human activity, as a system of motivating forces for any activity and behavior. Motivation is considered as a system of factors influencing human behavior (this includes needs, motives, goals, intentions, aspirations, and much more), and as a characteristic of a process that stimulates and maintains an individual's activity at a certain level.

As a result of the scientific and pedagogical research carried out by S.E. Tsvetkova and I.A. Malinin, based on the works of M.V. Daricheva, E.P. Komarova, Z.I. Konnova, I.V. Petrivney, N.L. Uvarova, et al., emphasize that "one of the powerful factors that increase the motivation of students to learn a foreign language is their future profession"¹. A.I. Yatsikevichus proved that "an interesting and personally significant text in itself, i.e. without additional training, it contributes to the memorization of about a quarter of the foreign language material contained in it, since it causes a great counter activity of students"². A survey conducted by the authors of the article among 1st-2nd year students studying the disciplines "Foreign Language", "Foreign Business Language", "Practice of Translation of Foreign Sources" and "Foreign Language by Specialty", showed that students are more

¹Artamonova G.V. Reading as the most important link in the study of foreign languages // Baltic Humanitarian Journal. 2013. No. 4. P. 7-12.

²Belova E.E. Language education: achievements and problems // Bulletin of the Minin University. 2013. No. 2. P. 25.



interested in the subject related to their future professional activities. Students believe that knowledge of English will be necessary for them to read specialized and scientific literature, to communicate with foreign specialists, and to expand professional contacts.

Thus, one of the leading ways to increase motivation is the content value of the language material, its adequacy to the vital interests of students. Based on this, the selection and systematization of the content of educational material in the English language must be carried out in accordance with the following principles:

- *communicative orientation*: mastering the language material is aimed at solving speech problems, at satisfying the communicative needs of students;
- *personal and professional orientation*: future specialists are interested in the informational aspect, which includes everything related to their future profession and the areas of science that they study, therefore, in English classes, educational material should be personally significant for students;
- *interdisciplinary content coherence*: in this case, the facts and events learned in the subjects of the professional cycle appear before students from the other side, in a new language shell³;
- *authenticity and openness*: this principle involves the use in the learning process of information taken from original sources, including Internet resources, mass media and telecommunications.

We made sure that the educational material, which is informative and personally significant for students, allowing them to expand their knowledge in the framework of their future profession and acquire the skills of interpersonal and professional foreign language communication, contributes to an increase in motivation to learn English.

The next step on the way to increasing the level of motivation is the organization of educational activities, because the content of the educational material is assimilated in the process of students' educational activities. In this regard, the issue of choosing effective forms, methods and means of teaching a foreign language is very important. In the context of the issue we are considering, the process of teaching English must meet the following requirements: focus on the personality of the student, taking into account his individual

³Bolokhontseva N.M. On the issue of increasing motivation in the classroom in a foreign language // Science and practice. 2014. No. 3 (60). pp. 184-187.



characteristics and creating subject-subject relations in the learning process; promoting his personal and professional development; providing conditions for the active work of each student and the involvement of students in joint activities; communicative orientation.

Let's consider the most effective, in our opinion, forms, methods and means that contribute to the challenge and preservation of motivation to learn English.

In accordance with the requirements of modern didactics, the pedagogical process must be built on the principles of a student-centered approach⁴, which involves the establishment of subject-subject relations. Subject-subject dialogue relations recognize the student as a subject, an accomplice in the pedagogical process and assume the fullest possible realization of their potential by each of the students in interaction with the teacher, directing this process in the most favorable direction. For example, the teacher should inform students about the objectives of the lesson, and first of all, the tasks associated with mastering speech activities should be named. Understanding and awareness by students why and why they need to study this or that material is the starting point for the emergence of motivation and successful implementation of the task. In addition, it is important that the task is clear and impresses the students, opens up a clear speech perspective for them.

The next organizational moment, which contributes to increasing the motivation of students, is the use of collective forms of work in an English class. In this regard, O.M. Ryabtseva rightly notes that the use of group forms of education "draws even unmotivated people into the process of activity, since, having got into a group of students who collectively perform a certain task, the student cannot refuse to do his part of the work, otherwise he will be criticized by his comrades"⁵. Various forms of teamwork allow differentiating educational activities, providing conditions for involving students in joint activities, taking into account the individual characteristics and preferences of students, which contributes to the intensification of educational work, makes it emotionally attractive and also plays a role in the formation of appropriate motivation. Each student can perform a feasible part of the overall task, which will also play an important role in the development of positive motivation.

⁴Mineeva O.A., Ereemeeva O.V. Psychological and pedagogical conditions for increasing the motivation of students to study a foreign language // Bulletin of the Minin University. 2016. No. 3 (16). P. 3.

⁵Zimnyaya I.A. Educational psychology: a textbook on educational psychology. M.: Logos, 2004. 384 p.



The most popular among the collective forms of work, which are communicative and active in nature, are active learning methods. Active methods of teaching a foreign language at a university include debatable, game and heuristic methods. Active teaching methods are "methods that encourage students to active mental and practical activities in the process of mastering educational material". These methods have a multi-purpose orientation: they contribute to the improvement of language training and personal and professional development of students, provide an active nature of the assimilation of knowledge and skills, and provide an opportunity for active interpersonal interaction.

An integral part of the learning process are teaching aids. In our age of information and computer technologies, it is ICT tools, multimedia technologies, Internet technologies, electronic educational resources that have a number of advantages over traditional teaching aids and have the greatest motivating effect in the process of teaching a foreign language⁶. They provide a greater degree of interactive learning, create the necessary conditions for organizing productive classroom and independent work of students, as well as flexibility and mobility of learning; allow to take into account the individual characteristics of students, creating a favorable psychological teaching and upbringing environment.

CONCLUSION

In conclusion, it should be noted that the problem of increasing the motivation of students of non-linguistic specialties to learn English is not new, and psychologists, methodologists and practicing teachers are attracted to it. We dare to hope that the methods and ways described in this article, aimed at using a variety of teaching methods, selecting material of an appropriate level of complexity, appealing to the knowledge, experience and interests of students, creating a friendly atmosphere in the classroom, will really increase the motivation to maintain the interest of students. non-linguistic specialties for learning English.

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