

THE ROLE OF MOTIVATION IN LANGUAGE LEARNING

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Abstract: Motivation is a crucial factor in the process of learning a language. It determines how quickly and effectively a learner acquires a new language. Motivation can be influenced by internal and external factors. Internal motivation is driven by personal interest, self-improvement, and a love for languages, while external motivation comes from career requirements, academic obligations, or social influences. Learners with strong motivation tend to be more active in the learning process and do not give up when faced with difficulties. They remain persistent in memorizing new words, mastering grammar, and engaging in language practice. Teachers and the education system also play a significant role in enhancing students' motivation. Interactive teaching methods, engaging lessons, and positive reinforcement can help boost learners' enthusiasm. Overall, motivation is an essential part of language learning. Strong motivation not only helps learners acquire a language more quickly but also enables them to use it effectively in real-life situations.

Key words: Motivation, Language learning, Internal motivation, External motivation, Success, Progress, Engagement, Persistence, Fluency, Challenges, Self-improvement, Educational support, Interactive methods, Positive reinforcement, Effective learning

Аннотация: Мотивация играет важную роль в изучении языка, так как она влияет на уровень вовлеченности, настойчивости и успешности учащихся. Сильная мотивация помогает студентам преодолевать трудности и добиваться поставленных целей. Она делится на два типа: внутренняя и внешняя мотивация. Внутренняя мотивация основана на личном интересе и стремлении к саморазвитию, в то время как внешняя связана с такими факторами, как экзамены, карьерные перспективы и социальное признание. Исследования показывают, что учащиеся с высокой мотивацией изучают язык быстрее и более эффективно. Преподаватели могут использовать различные методы, такие как интерактивные занятия, позитивное подкрепление и индивидуализированные

учебные планы, чтобы поддерживать мотивацию студентов. Сами учащиеся также могут ставить перед собой четкие цели и отслеживать свои достижения для поддержания мотивации. Таким образом, мотивация является ключевым фактором в успешном изучении языка. Она определяет, сколько времени и усилий студент готов вложить в обучение. Развитие и поддержание мотивации могут значительно повысить эффективность процесса изучения языка.

Ключевые слова: Мотивация, Изучение языка, Внутренняя мотивация, Внешняя мотивация, Успех, Прогресс, Вовлеченность, Настойчивость, Беглость речи, Трудности, Самосовершенствование, Образовательная поддержка, Интерактивные методы, Позитивное подкрепление, Эффективное обучение.

Anotatsiya: Motivatsiya til o'rganishda muhim rol o'ynaydi, chunki u o'quvchining ishtiroki, qat'iyligi va muvaffaqiyatiga ta'sir qiladi. Kuchli motivatsiya o'quvchilarga qiyinchiliklarni yengishda va belgilangan maqsadlarga erishishda yordam beradi. Motivatsiya ikki turga bo'linadi: ichki va tashqi. Ichki motivatsiya shaxsiy qiziqish va o'zini rivojlantirish istagiga asoslangan bo'lsa, tashqi motivatsiya imtihonlar, kasbiy imkoniyatlar va ijtimoiy e'tirof kabi omillarga bog'liq. Tadqiqotlar shuni ko'rsatadiki, yuqori motivatsiyaga ega o'quvchilar tilni tezroq va samaraliroq o'zlashtiradilar. O'qituvchilar o'quvchilarning motivatsiyasini oshirish uchun interaktiv dars usullari, ijobiy rag'batlantirish va individual o'quv rejalaridan foydalanishlari mumkin. O'quvchilar esa aniq maqsadlar qo'yish va o'z yutuqlarini kuzatish orqali motivatsiyalarini saqlab qolishlari mumkin. Xulosa qilib aytganda, motivatsiya til o'rganishda muhim omildir. U o'quvchining o'rganishga qancha vaqt va kuch sarflashini belgilaydi. Motivatsiyani rivojlantirish va saqlash til o'rganish jarayonining samaradorligini sezilarli darajada oshirishi mumkin.

Kalit so'zlar: Motivatsiya, Til o'rganish, Ichki motivatsiya, Tashqi motivatsiya, Muvaffaqiyat, Rivojlanish, Ishtirok, Barqarorlik, Erkin so'zlashuv, Qiyinchiliklar, O'zini rivojlantirish, Ta'limiy qo'llab-quvvatlash, Interaktiv usullar, Ijobiy rag'batlantirish, Samarali o'rganish.

INTRODUCTION

Language learning is a long-term process that requires consistency and dedication. In this process, motivation plays a crucial role.¹ It enhances a learner's enthusiasm and ensures persistence. Learners with strong motivation overcome difficulties and achieve effective results in language acquisition. Motivation is generally divided into two main types: intrinsic and extrinsic.² Intrinsic motivation is

¹ Gardner, R. C. Social psychology and second language learning: The role of attitudes and motivation. Edward Arnold. UK. 1985.p 208.

² Lee W, Reeve J, Xue Y, Xiong J. Neural differences between intrinsic reasons for doing versus extrinsic

driven by personal interest, self-development, and the joy of acquiring new knowledge. Extrinsic motivation, on the other hand, comes from external factors such as passing exams, career opportunities, or social expectations. Both types have their own advantages and help learners in different ways. The role of motivation in education is significant. Teachers can enhance students' motivation through engaging teaching methods, interactive activities, and positive reinforcement. Learners, in turn, can maintain their motivation by setting clear goals and celebrating their achievements. Studies show that highly motivated learners acquire languages faster and more effectively. They are more active in learning new vocabulary, understanding grammar, and improving communication skills. However, maintaining motivation is not always easy. When faced with challenges, learners may lose confidence, which is why a supportive environment is essential. In conclusion, motivation is an integral part of language learning. It determines how much time and effort a learner is willing to invest and how much enjoyment they derive from the process. With the right approach, motivation can be strengthened and sustained. Therefore, both language learners and educators should recognize its importance.

TYPES OF MOTIVATION IN LANGUAGE LEARNING

Motivation is one of the key factors that influence language learning success. It determines how actively a learner engages with the language, how much effort they put into practice, and how persistent they are in overcoming difficulties. Motivation is generally divided into two types: intrinsic motivation and extrinsic motivation. Understanding these types is essential for developing effective learning strategies.

Intrinsic motivation is when you engage in a behavior because you find it rewarding. You are performing an activity for its own sake rather than from the desire for some external reward. The behavior itself is its own reward.³

Extrinsic motivation is when we are motivated to perform a behavior or engage in an activity because we want to earn a reward or avoid punishment.⁴ You will engage in behavior not because you enjoy it or because you find it satisfying, but because you expect to get something in return or avoid something unpleasant.

Extrinsic Motivation:

- participating in a sport to win awards;
- cleaning your room to avoid being reprimanded by your parents;
- competing in a contest to win a scholarship;
- studying because you want to get a good grade.

reasons for doing: an fMRI study. Japan. 2012. *Neurosci Res.* 73(1):68-72.
doi:10.1016/j.neures.2012.02.010

³ Tranquillo J, Stecker M. Using intrinsic and extrinsic motivation in continuing professional education. *Surg Neurol Int.* 7(Suppl 7):S197-9.US.2016. 9doi:10.4103/2152-7806.179231

⁴ Warneken F, Tomasello M. Extrinsic rewards undermine altruistic tendencies in 20-month-olds. *Dev Psychol.* 44(6):1785-88.US.2008. doi:10.1037/a0013860

Intrinsic Motivation:

- participating in a sport because you find the activity enjoyable;
- cleaning your room because you like tidying up;
- solving a word puzzle because you find the challenge fun and exciting;
- studying a subject you find fascinating.

Extrinsic motivation arises from outside of the individual, while intrinsic motivation comes from within. Research has shown that each type has a different effect on human behavior. Studies have demonstrated that offering excessive external rewards for an already internally rewarding behavior can reduce intrinsic motivation—a phenomenon known as the over justification effect. For example, in a 2008 study, children who were rewarded for playing with a toy they had already expressed interest in playing with became less interested in the item after being externally rewarded.⁵ This is not to suggest that extrinsic motivation is a bad thing—it can be beneficial in some situations. For example, extrinsic motivation can be particularly helpful when a person needs to complete a task that they find unpleasant. Most people assume that intrinsic motivation is best, but it is not always possible in every situation. Sometimes a person simply has no internal desire to engage in an activity. Offering excessive rewards can be problematic as well. However, when they are used appropriately, extrinsic motivators can be a useful tool. For example, extrinsic motivation can get people to complete a work task or school assignment that they are not interested in.

Both extrinsic and intrinsic motivation play a significant role in learning. Experts have argued that education's traditional emphasis on external rewards (such as grades, report cards, and gold stars) undermines any existing intrinsic motivation that students might have. Others have suggested that extrinsic motivators help students feel more competent in the classroom, which in turn enhances their intrinsic motivation.⁶ Experts suggest that rewards don't imperil intrinsic motivation when they are used to indicate that a person has performed well. In such cases, extrinsic rewards can help people feel proud and competent, which increases how much they enjoy the task. When used appropriately, such rewards can help boost motivation, creativity, and performance. Consider how extrinsic rewards like promotions, scholarships, and bonuses can help students and employees feel more encouraged to perform well.

MOTIVATION AND LANGUAGE LEARNING

Motivation is a basic and essential part of learning. Believes that with the intention of being motivated, the learner necessitates, requires, and needs to have something to anticipate, foresee, expect and long for, a reason, principle, or rationale having to do

⁵ Oudeyer PY, Kaplan F. What is Intrinsic Motivation? A Typology of Computational Approaches. *Front Neurobot.* 1:6.Switzerland.2007. doi:10.3389/neuro.12.006.2007

⁶ Czaicki NL, Dow WH, Njau PF, McCoy SI. Do incentives undermine intrinsic motivation? Increases in intrinsic motivation within an incentive-based intervention for people living with HIV in Tanzania. *PLoS ONE.* 13(6):e0196616. US.2018. doi:10.1371/journal.pone.0196616

with aim or target. Concerning second/foreign language acquisition, this intention would be learning a foreign language. In fact, there must be something that the learner desires to achieve or do, being the target language the vehicle to attain it. According to Cook the performance and presentation of a number of learners in the context of second or foreign language learning is improved and superior than others. The reason is that they are better motivated. Ellis ⁷ sees the incident of learning by means of motivation and believes that the learning process simply occurs when a person is motivated. Relating to this matter, Ellis says that “language teachers readily acknowledge the importance of learners’ motivation, not infrequently explaining their own sense of failure with reference to their students’ lack of motivation”. Cook ⁸states that acquisition of language is not the same among learners. He also believes that there are three main factors which influence the Second Language Acquisition.⁹ These three factors are: age, personality and motivation. Motivation is the most significant factor among the mentioned three factors that affect second language acquisition. Ellis suggests that motivation is “the effort which learners put into learning an L2 as a result of their need or desire to learn it”. Also, Lightbrown and Spada ¹⁰identify motivation in SLA as an intricate incident which can be identified along with two factors: “learners’ communicative needs and their attitudes towards the second language community”. They believe that when learners think that they need to speak the second language with the aim of being in touch with others or accomplishing and achieving specialized desires and goals, they will be motivated to obtain expertise and skill in it. Gardner and Lambert name the mentioned situation as integrative motivation and instrumental motivation. Research has proved that whether second language learning is successful or not directly and strongly concerns with these types of motivation .

DISCUSSION AND CONCLUSION

The above discussion reveals that motivation is a very important and effective factor in the field of learning language. Thus, the language teachers and lecturers should discover, realize, and pay attention to the personality of their students. Moreover, they should be aware of motivation, its high importance, and its types. They should also realize and get familiar with the character as well as the personality of each student. Afterwards, according to that specific personality type, they should identify and recognize the form of motivation relating to that and perform it in their teaching

⁷ ELLIS, Rod. *The Study of Second Language Acquisition*. Oxford: Oxford University Press. The study of second language acquisition. 1994. Shanghai: Shanghai Foreign Language Education Press by Arrangement with Oxford University Press.

⁸ Ryan, R. M., & Deci, E. L. “Intrinsic and extrinsic motivations: Classic definitions and new directions”. 2000. *Contemporary Educational Psychology*, 25, pp. 54-67.

⁹ Cook, V. *Linguistics and second language acquisition*. 2000. Beijing: Foreign Language Teaching and Research Press and Macmillan Publishers Ltd.

¹⁰ Lightbrown, P. M. & Spada N. *Factors affecting second language learning*. In: Candlin, C.N. & Mercer, N.(Eds.), *English language teaching in its social context*. 2001 .London: Routledge.

process. In this case, they can have practical, useful, and effective language classroom in addition to a positive outcome in their teaching context. Furthermore, motivation is not a fixed element; it can change depending on various factors such as teaching methods, classroom environment, and personal circumstances. Therefore, teachers must continuously adapt their strategies to sustain and increase students' enthusiasm for learning. Encouraging active participation, recognizing students' efforts, and providing constructive feedback can significantly contribute to a motivated learning atmosphere. Additionally, students should also be encouraged to develop self-motivation. They can do this by setting achievable learning goals, engaging with the language outside the classroom, and practicing regularly. When students understand their own learning needs and take responsibility for their progress, their motivation and success in language learning will increase. In conclusion, effective teaching and motivation go hand in hand in creating a productive language-learning environment. By understanding and addressing students' motivational needs, educators can ensure better learning outcomes and long-term success in language acquisition.

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