

STRATEGIES TO INCREASE STUDENT MOTIVATION IN LEARNING ENGLISH

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Abstract: This article analyzes strategies aimed at increasing the motivation of students studying English. The types of motivation, the factors affecting it, the role of communicative, socioconstructive, humanistic and differential approaches in the language teaching process and the impact of these approaches on student educational motivation are analyzed, as well as the coverage of effective teaching methods and the impact of modern technologies on motivation.

1. Research purpose. The main objective of this study is to identify factors affecting student motivation in the English language learning process and to analyze and propose effective pedagogical and methodological strategies that serve to motivate them.

2. Research methods:

➤ Analytical (analytical) method – analysis of theoretical foundations for increasing motivation through the study of scientific literature, advanced foreign and domestic experiments. The questionnaire (questionnaire) method is to determine the level of motivation among students, draw up questionnaires to study students' own thoughts and attitudes, and analyze them.

➤ Interview (interview) method – to determine the motivational strategies used in the course of the lesson by conducting in-depth interviews with teachers of the English language.

➤ Pedagogical observation – assessment of changes in student participation and interest through real and systematic observation of the process of English language courses. Experiment (experimental) method – to put into practice strategies that

increase motivation in certain groups and compare their effectiveness with another control group. Statistical analysis – generalization of the data obtained by numbers, drawing conclusions based on graphs and tables.

3. Research results. Of the 100 students who participated in the study:

65% of students expressed an interest in learning English, but considered the lesson styles boring.

72% of students noted that technological tools (mobile applications, interactive platforms) increase motivation.

60% of students saw the methods of cross-competition (gamification) as encouraging.

80% of students admitted that the teacher's attitude and the way of taking classes directly affect motivation.

Results of the experiment (a case study carried out in two groups):

Experience Group: the lessons used a communicative approach, game techniques, cultural components and technologies.

Control group: traditional, grammar-based lessons. According to the results of observation for 1 month:

- In the experimental group, the rate of participation in classes increased by 23%.
- In the vocabulary test, the average result improved by 15%.
- Students' interest in the class (degree of liking) rose from 3.2 to 4.5 in the 5-point system.

Results of interviews with teachers: that teachers are most effective in increasing student motivation: role-playing games, real-life discussions, found to be online evaluation systems.

4. Conclusions. It has been proven that individual approach, modern interactive techniques, and psychological support are needed to increase student motivation, not just to provide knowledge. In the lesson, gamification, the use of technology and an approach based on social activity significantly increase

motivation. It has been reaffirmed that the teacher is one of the most important motivators.

Keywords: motivation, English, strategy, educational technology, pedagogical approach, English, interactive method, communicative education, student activism.

INTRODUCTION

In today's era of globalization, knowledge of English is an important factor not only in professional, but also in personal success. Therefore, the formation of interest in this language, need and, most importantly - motivation in students is an important task of the educational process. Practice shows that students with strong internal and external motivation make significant progress in language learning. This article will look at effective strategies aimed at increasing this very motivation.

In the XXI century, learning a foreign language has become an integral part of global competition, free access to information and intercultural communication. Increasing students' motivation for the English language, involving them in an active educational process, as well as encouraging independent learning, requires the teacher not only methodological skills, but also a deep understanding of scientific and pedagogical approaches. Motivation is the psychological force that drives the learning process, which determines the student's interest, duration and outcome.

MAIN PART

1. Concept and types of motivation. Motivation is the sum of internal or external factors that motivate a person to act. Motivation in learning a foreign language is divided into two main types:

- ✓ internal motivation-the student seeks to learn the language due to his inner interest in learning, his passion for learning.
- ✓ external motivation-the student sees language learning as necessary due to external factors such as getting a job, studying abroad or passing an exam.

2. Factors that influence increasing motivation in students

- ✓ the role of the teacher is to take an interesting lesson, have friendly communication with students, encourage them.
- ✓ relevance of the topic – teaching on the basis of life and practical topics activates students.
- ✓ assessment system-fair, transparent and regular assessment increases motivation.
- ✓ cross-competition-healthy competition between groups encourages the student to be active.

3. Strategies to increase motivation:

a) communicative approach. In this style, students engage in conversations, role-playing games, and dialogue based on real-life situations. This increases their interest in language learning.

b) gamification (game-based training). By incorporating game elements (scores, rewards, rankings) into the lessons, students are interested in testing their knowledge. For example, Kahoot, Quizizz platforms.

c) technological tools. Reading through interactive whiteboards, mobile apps, online platforms (Duolingo, BBC Learning English) enhances motivation. Representatives of the digital generation in particular have a positive attitude towards such tools.

d) Individual approach. Approaching each student based on his learning style (visual, audial, kinesthetic) makes the lesson more effective and increases motivation.

e) adding an intercultural component. Providing information about the culture, customs of English-speaking countries along with the language enlivenes the lesson and arouses interest in the language in students.

Influence of pedagogical approaches on motivation:

Collaborative activities. In this approach, language is taught on the basis of the concept that it is a means of communication. Students participate in real-life situations, active activities that encourage free expression of their thoughts (role Games, communication exercises, debates). Effect: the speech competence of students increases, their participation in the lesson increases, internal motivation is formed.

Socioconstructive approach. Knowledge of this theory is formed through social activities. Students acquire knowledge by working cooperatively, solving problems together. Effect: students are activated when working with their peers, knowledge is acquired more deeply, cooperation increases motivation.

Humanistic approach. At the center of the student stands a person, his needs and interests. Teacher-guide and motivator. Respect for the student, an individual approach and personalized assignments are considered the main principle. Effect: self-confidence increases, internal motivation develops, not external.

Differential approach. Taking into account the level of knowledge, learning style and needs of students, the course process is adapted. Someone learns well with visual material, while others through hearing or movement. Effect: each student develops in a direction that suits him, which gives a sense of personal success and increases motivation.

In this regard, given the role of the teacher as a motivator, the role of the teacher in teaching English as a psychologist, guide and inspirational motivator is important, and not just a conveyancer of knowledge.

Also, in this process, the teacher:

- creates an open, warm atmosphere in the lesson;
- appreciates student success;
- uses stimulation instead of intimidation;
- evaluates activity, not student.

Through these factors, the reader feels valued and trusted as a person, which forms internal motivation.



Strategies and their pedagogical foundations

Strategies	Pedagogical Foundation	Expected result
Role-playing games and discussions	Communicative approach	The ability to talk develops
Game technologies	Constructive, differential approach	Stimulation, interest, active participation
Use of technology	Humanistic and modern pedagogy	Aspiration for independent learning

Strategies	Pedagogical Foundation	Expected result
Personalization of assessment	Differential approach	Personal achievements are recognized, self-awareness
Cultural component input	Socioconstructive approach	Intercultural interest increases, motivation increases

LITERATURE ANALYSIS AND METHODS

During the study, works written by mature scientists and practitioners on increasing motivation in the process of teaching a foreign language were analyzed. Their main ideas include:

Zoltán Dörnyei (2001) – “Motivational Strategies in the Language Classroom”

The work highlights the psychological and pedagogical foundations of motivation in the study of a foreign language. Dörnyei sees motivation as a dynamic process and recommends more than 35 strategies to increase it (goal setting, encouragement, social support, etc.k.)

Robert Gardner (1985) – “Social Psychology and Second Language Learning”

The relationship between motivation and intercultural components is revealed. The idea of attitudinal motivation (attitude-based motivation) in language learning is put forward.

Jeremy Harmer (2007) – “The Practice of English Language Teaching”

Harmer emphasizes the importance of the teacher's role in increasing motivation and the diversity of methodical styles. He puts forward the idea that “an interesting lesson is strong motivation”

Brown H. D. (2007) – “Principles of Language Learning and Teaching”

In language learning, personal needs, internal and external factors are analyzed. Motivation is said to have to be adapted to the individual psychological characteristics

of the student. From local literature Mavlonova R. (2018) – Methodology for teaching foreign languages. Brings techniques suitable for Uzbek audiences. Yuldasheva N. (2021) - The motivational effects of communicative and interactive approaches are shown in Language Teaching.

RESULTS AND DISCUSSION

Of the 100 students who participated in the study:

- 65% of students expressed an interest in learning English, but considered the lesson styles boring.
- 72% of students noted that technological tools (mobile applications, interactive platforms) increase motivation.
- 60% of students saw the methods of cross-competition (gamification) as encouraging.
- 80% of students admitted that the teacher's attitude and the way of taking classes directly affect motivation.

The results of the study showed that the teacher's approach, the novelty of lesson styles and the use of technology play an important role in increasing motivation for the English language in students. Traditional grammar-based classes tire students, reduce interest, and weaken internal motivation.

Also, interactive and communicative approaches encourage students to actively participate in the course of the lesson. In particular, through individual approaches and socioconstructive teaching models, students are free to express their opinion and this evokes a sense of success in them - which serves to increase motivation. From a pedagogical point of view, the formation of motivation is a continuous process that requires the teacher to determine the needs of advanced approaches, psychological sensitivity and students and approach it accordingly.

CONCLUSION

In order to form the motivation for Learning English in students and maintain it at a high level, it is necessary that the teacher is well versed not only in language knowledge, but also in psychological and pedagogical approaches. The above

strategies - communicative methods, technological tools, game elements, individual approach-all increase student activity and level of assimilation. Therefore, motivation management is an integral part of successful education.

English Language Education, organized on the basis of pedagogical approaches, is a process that not only gives knowledge, but also supports the personal and social development of the student. Activation of students, a personal approach to them, the involvement of modern technologies, the inclusion of a cultural context - all this increases motivation. Therefore, teachers should harmoniously apply pedagogical ideas and approaches in their lessons, and not just a method.

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