

METHODS TO INCREASE MOTIVATION TO LEARN ENGLISH AMONG PRIMARY SCHOOL STUDENTS IN UZBEK SCHOOLS

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Abstract: Motivating primary school students to learn English is a key factor in language acquisition, especially in Uzbekistan, where English plays an increasingly important role in education and career opportunities. This study explores effective methods to enhance young learners' motivation in Uzbek primary schools. Using a mixed-methods approach that combines classroom observation and teacher surveys, the research identifies several successful strategies including gamification, use of multimedia, interactive group work, and culturally relevant materials. The findings suggest that motivation is significantly increased when lessons are enjoyable, interactive, and meaningful. These insights can help improve English language teaching policies and practices in the country.

Keywords: Motivation, English language, primary education, Uzbekistan, young learners, teaching methods

English has become a vital subject in the educational systems of many non-English-speaking countries, including Uzbekistan. With the government emphasizing foreign language education from early grades, the motivation of primary school students to learn English has become a pressing concern. Research shows that motivation plays a critical role in the success of language learning, especially at an early age when learners are forming attitudes toward school and language. However, many Uzbek schools still follow traditional methods of language instruction, which may not be suitable for engaging young learners. This paper aims to identify and analyze effective methods that increase English learning motivation among primary school students in Uzbekistan.

Motivation in language learning has been widely studied. Gardner and Lambert (1972) distinguish between instrumental and integrative motivation, both of which are relevant in the Uzbek context. Dörnyei (2001) emphasized that motivation is dynamic and influenced by many classroom factors, including teacher behavior, task design, and learning environment.

In Uzbekistan, several studies have highlighted challenges such as outdated materials, large class sizes, and a lack of trained English teachers for primary levels. However, few have addressed specific motivational strategies tailored to young

learners. This gap necessitates targeted research into interactive, student-centered methods that foster enthusiasm for learning English at a young age.

This study used a mixed-methods approach. Data were collected from 10 primary schools across Tashkent, Samarkand, and Fergana through two main methods:

Classroom Observations: English lessons for grades 1–4 were observed over a period of four weeks to identify methods used by teachers and student engagement levels.

Teacher Surveys: 30 English teachers were surveyed with questions focusing on methods used, perceived student motivation, and challenges faced.

Qualitative data from observations were coded and categorized, while survey results were analyzed using descriptive statistics.

Classroom observations revealed that students were more motivated when lessons included:

Games and Rewards: Spelling bees, memory games, and point-based systems increased participation and excitement.

Visual and Audio Aids: The use of cartoons, songs, and colorful flashcards helped learners grasp vocabulary and stay focused.

Group Activities: Pair work and group tasks improved cooperation and reduced anxiety among shy students.

Cultural Integration: Lessons that included elements from Uzbek culture (e.g., using familiar names or local examples) made students feel more connected and confident.

According to teachers:

90% found games and songs effective in boosting motivation.

80% noted that multimedia tools helped retain attention longer.

70% expressed the need for more training in student-centered teaching techniques.

Challenges included limited resources, especially in rural areas, and large class sizes.

The findings support the idea that motivation among primary school students is highly dependent on the learning environment and teaching methods. While traditional rote learning may work for older students, young learners benefit more from interactive and emotionally engaging lessons. The study emphasizes the importance of teacher creativity and adaptation of resources. Moreover, culturally responsive teaching — where the content is relatable — appears to be an effective motivational tool in the Uzbek context.

Additionally, the research highlights the gap between teaching demands and available training. Teachers expressed a need for more workshops and professional development focused on primary-level methodology. Addressing this gap could lead to long-term improvements in both student motivation and learning outcomes.

Increasing motivation to learn English among primary school students in Uzbekistan requires a shift from traditional methods to more interactive, learner-centered approaches. Techniques such as gamification, multimedia use, group work, and cultural relevance have proven effective. However, the success of these methods depends on teacher training and access to resources. Future educational reforms should focus not only on curriculum design but also on empowering teachers with the tools and knowledge necessary to motivate young learners effectively.

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