

THE ROLE OF MOTIVATION IN LEARNING ENGLISH AT THE SECONDARY LEVEL

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Abstract: Motivation plays a crucial role in the process of learning a new language. In the case of English language learning, motivation can determine the level of effort, persistence, and success of learners. Various types of motivation influence how individuals approach language learning. The most commonly discussed frameworks for motivation in language learning are Integrative Motivation and Instrumental Motivation, but other types and theories exist as well.

Keywords: Motivation, english language, psychology, TOEFL, IELTS, environmental factors, social motivation.

The notion that motivation plays an important role in second or foreign language learning is unarguable. It is widely known that students with high motivation are likely to be more successful in their language learning. Even though the importance of motivation is well known, not all students have high motivation to learn foreign languages. As a compulsory subject at junior and senior high schools, all students at these levels must take English subject from the first year they enter the schools until they graduate. So, by the time the students finish their study in senior high schools, they have been learning English for at least six years. Therefore, it is expected that their command of English is sufficient to be able to communicate in English. Below is a detailed look at the different types: Integrative motivation occurs when a learner is motivated to learn a language because they wish to integrate themselves into the culture of the target language and become part of its community. Learners with integrative motivation are often interested in more than just

functional language skills they seek to understand the values, customs, and behaviors associated with the culture of the language they are learning. A student learning English because they want to participate in global communities, interact with people from English-speaking countries, or immerse themselves in English literature, media, or entertainment. Integrative motivation is often associated with long-term commitment to language learning. It leads to a deep, intrinsic desire to learn, resulting in better acquisition of the language over time [1].

Instrumental motivation is driven by practical goals such as getting a better job, passing a test, or achieving a specific career or educational objective. Learners with instrumental motivation focus on the utility of the language as a means to achieve success. These learners are motivated by external rewards and may see language learning as a tool to gain something specific such as a promotion, a degree, or the ability to travel. A learner might study English to secure a job in a multinational company or to fulfill academic requirements. While instrumental motivation may be effective for short-term goals, it might not always result in the same depth of language proficiency as integrative motivation [2]. However, it can be a strong motivator in contexts where pragmatic, goal-oriented outcomes are important.

Intrinsic motivation refers to the motivation to engage in a language learning activity for the enjoyment, satisfaction, or challenge it brings, rather than for external rewards. Intrinsically motivated learners find pleasure in learning the language itself. The process of acquiring language skills is rewarding, and learners may enjoy the challenge of mastering new vocabulary or grammatical rules. A student learning English because they enjoy the intellectual stimulation of learning a new language or simply love the process of reading, speaking, and understanding English. Intrinsic motivation often leads to sustained engagement in language learning activities. These learners are more likely to persist through difficulties, as they derive satisfaction from the learning experience itself.

Extrinsic motivation arises from external factors, such as rewards, recognition, or praise. It contrasts with intrinsic motivation, where the source of motivation is the activity itself [3]. Learners motivated extrinsically may focus on outcomes such as grades, rewards, or approval from teachers or peers. A student might learn English to pass an exam, earn a

certificate, or gain the approval of a parent or teacher. Extrinsically motivated learners may experience short-term success, but their commitment to learning may decrease once the external rewards or pressures are removed. This type of motivation is typically more effective for tasks that require less personal involvement or deeper engagement. Achievement motivation is the drive to accomplish specific goals and demonstrate competence in the language learning process. Learners with achievement motivation seek to measure and showcase their language proficiency. These learners are often driven by personal goals and the desire to perform well in language tests, exams, or other formal assessments. A student might aim to achieve a high score on an English proficiency test like TOEFL or IELTS. Achievement-motivated learners tend to be highly focused and goal-oriented, which can lead to measurable progress in language proficiency. However, there is also the risk that they may focus more on the outcome than the process of learning [4].

The Self-Determination Theory (SDT) posits that motivation is influenced by the degree to which individuals perceive their actions as self-determined versus controlled by external forces. SDT distinguishes between autonomous motivation in which learners feel they are in control of their actions and controlled motivation in which external factors dictate the behavior. Autonomously motivated learners engage in language learning because they find it meaningful and enjoyable, while those with controlled motivation may engage in it due to pressure or external expectations [5]. A student who enjoys the freedom to choose topics of interest for English reading assignments versus a student who is compelled to study English because of parental expectations. According to SDT, autonomous motivation leads to higher quality learning outcomes, greater persistence, and increased enjoyment, while controlled motivation may lead to burnout and less satisfaction in the learning process.

Social motivation emphasizes the role of social interaction and relationships in motivating language learners. Learners are driven to learn a language to communicate and connect with others. Socially motivated learners may seek language skills to enhance their relationships, form new social bonds, or better integrate into a social network. A person learning English to converse with friends or family members who speak English, or to

participate in a global online community. Social motivation can lead to sustained learning efforts, especially in environments where learners have strong interpersonal ties to native speakers or communities that use the target language.

Understanding the various types of motivation helps educators tailor their teaching approaches to better support language learners. Different learners may be driven by different types of motivation, and recognizing these differences can help foster a more effective and personalized learning environment. This section provides an overview of the diverse ways motivation manifests in the process of learning English. These factors are pivotal in understanding why some learners succeed while others struggle, offering insights into the psychology of language acquisition and informing teaching strategies [6].

Psychological factors like self-efficacy, goal setting, and mindset can influence how learners approach language learning tasks and whether they persist in the face of challenges. Environmental factors such as teacher influence, peer support, and the learning environment can either enhance or detract from a learner's motivation to continue engaging with the language. Understanding these factors provides valuable insights for educators and learners alike to foster an environment that encourages and sustains motivation throughout the language learning journey.

The physical, cultural, and emotional environment in which language learning takes place, including factors such as classroom design, resources, and the overall atmosphere. A positive, stimulating, and comfortable learning environment can enhance motivation, while a distracting, unwelcoming, or stressful environment can reduce it.

In conclusion, motivation is a critical driving force in the process of learning English, and understanding its different types is essential for both educators and learners. As explored in this chapter, motivation can be categorized into various types, including integrative, instrumental, intrinsic, extrinsic, and achievement motivation, each contributing to the learner's engagement and persistence in language acquisition. The psychological and environmental factors, such as self-efficacy, goal setting, and the learning environment, further shape the motivation levels of learners, determining their approach to the learning process.

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