

## LACK OF MOTIVATION AMONG STUDENTS

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### **Abstract:**

Motivation is a fundamental component of the learning process, significantly influencing students' engagement and academic success. This study explores the level of motivation and interest among students and examines their active participation in classroom activities. Using a qualitative, classroom-based research design, data were collected through observations and interviews with both teachers and students. Findings indicate that many students display low motivation, often becoming distracted and disengaged, while teachers are concerned about students' lack of involvement. The study highlights the need for teachers to implement strategies that align with students' interests and learning levels, including active engagement techniques and positive reinforcement. The results provide insights for developing intervention programs aimed at fostering motivation, enhancing classroom participation, and improving overall learning outcomes. Future research should further explore the internal and external factors influencing students' motivation.

**Keywords:** Student motivation, classroom engagement, qualitative research, learning process, educational interventions.

### **Аннотация**

Мотивация является ключевым компонентом учебного процесса, существенно влияя на вовлеченность студентов и их академические успехи. В данном исследовании изучается уровень мотивации и интереса учащихся, а также их активное участие в учебных занятиях. Использовался качественный подход на базе занятий в классе, данные собирались

посредством наблюдений и интервью с преподавателями и студентами. Результаты показывают, что многие студенты проявляют низкую мотивацию, часто отвлекаются и не участвуют активно, в то время как преподаватели обеспокоены недостаточной вовлеченностью. Исследование подчеркивает необходимость применения преподавателями стратегий, соответствующих интересам и уровню обучения студентов, включая активные методы вовлечения и положительное подкрепление. Результаты дают основу для разработки программ вмешательства, направленных на повышение мотивации, улучшение участия в учебном процессе и общих результатов обучения. Будущие исследования должны более глубоко изучить внутренние и внешние факторы, влияющие на мотивацию студентов.

**Ключевые слова:** Мотивация студентов, вовлеченность в учебный процесс, качественное исследование, учебный процесс, образовательные интервенции.

### **Annotatsiya**

Motivatsiya o'quv jarayonining muhim tarkibiy qismi bo'lib, talabalarning faolligi va akademik muvaffaqiyatlariga sezilarli ta'sir ko'rsatadi. Ushbu tadqiqot talabalarning motivatsiya va qiziqish darajasini, shuningdek, ularning darsdagi faol ishtirokini o'rganadi. Tadqiqot sifatli uslubda, sinf faoliyatiga asoslangan holda olib borilgan bo'lib, ma'lumotlar kuzatuvlar va o'qituvchilar hamda talabalar bilan intervyular orqali yig'ilgan. Natijalar shuni ko'rsatadiki, ko'plab talabalar past motivatsiyaga ega bo'lib, ko'pincha chalg'ib qoladi va faol ishtirok etmaydi, shu bilan birga o'qituvchilar talabalar faoliyati yetarli emasligidan xavotirda. Tadqiqot o'qituvchilar talabalar qiziqishlari va o'quv darajalariga mos strategiyalarni, shu jumladan faol ishtirok metodlari va ijobiy rag'batlantirishni qo'llash zarurligini ta'kidlaydi. Natijalar motivatsiyani oshirish, darsdagi ishtirokni yaxshilash va o'quv natijalarini oshirishga qaratilgan aralashuv dasturlarini ishlab chiqishda asos bo'lib xizmat qiladi. Kelajakdagi tadqiqotlar talabalar motivatsiyasiga ta'sir qiluvchi ichki va tashqi omillarni yanada chuqurroq o'rganishi lozim.

**Kalit so'zlar:** Talaba motivatsiyasi, darsda ishtirok, sifatli tadqiqot, o'quv

jarayoni, ta'lim aralashuvlari

### **Introduction**

Education is more than just attending classes or memorizing facts; it is a lifelong process of learning, growing, and interacting with the world around us. Every new experience, discussion, or challenge contributes to shaping a person's knowledge, thinking, and behavior. However, in today's learning environment, students often face obstacles that make this process more difficult. Distractions in the classroom, lack of motivation, and personal or social pressures can all reduce a student's ability to fully engage with their studies.

Graduate students face even greater challenges because they must balance academic responsibilities with work, family, and personal commitments. Some of these challenges come from within, such as low confidence, limited interest, or difficulty staying focused. Others come from outside factors, like large class sizes, strict schedules, limited resources, or social and emotional pressures. Together, these factors can make learning feel overwhelming and can affect both performance and well-being.

Motivation is at the heart of overcoming these challenges. It is what drives students to participate actively, persist through difficulties, and achieve their goals. When motivation is low, even the most capable students can struggle to engage with lessons or reach their potential. Understanding why students lose motivation and finding ways to support them is essential for creating a positive and effective learning environment. By addressing these issues, educators can help students stay focused, take ownership of their learning, and develop the skills they need to succeed academically and personally.

### **Problems**

Many students struggle to see the relevance of what they are learning. When the purpose of assignments, lessons, or exams is unclear, students may lose interest in putting forth effort. This disconnection can lead to passive participation, minimal engagement, and a focus on just completing tasks rather than understanding or mastering the material. For example, a student may complete

homework mechanically without reflecting on how it applies to real-life situations or future goals.

Students often become demotivated if they feel that grading or rewards are inconsistent, unclear, or unfair. When students cannot see a clear connection between their effort and the outcomes they receive, their willingness to work hard diminishes. For instance, if two students perform similarly on an assignment but receive very different grades without explanation, both may feel discouraged—high achievers may feel unrecognized, and low achievers may feel there is no point in trying.

Internal factors such as low self-confidence, fear of failure, anxiety, or feelings of helplessness can significantly reduce motivation. Students who doubt their abilities may avoid challenging tasks or procrastinate, while others may give up entirely when faced with difficulties.

Additionally, negative classroom environments, lack of encouragement, or minimal positive reinforcement from teachers can worsen these effects. For example, a student may refrain from participating in class discussions due to fear of making mistakes or being judged.

### **Research and discovery**

Mauliya, I., Relianisa, R. Z., & Rokhyati, U. (2020). Researchers studied how gamified activities and interactive tools in online classes affect student motivation. They found that integrating game elements, like quizzes with points or badges, and collaborative discussions encourages students to engage more actively, while passive lectures alone often lead to disengagement. In an online biology class, a student earned digital badges for completing quizzes on cell structures and received recognition for asking thoughtful questions in discussion boards. This made the student more excited to participate, check the platform regularly, and complete assignments on time.

Nagashibaevna, Y. K. (2019) examined the impact of peer collaboration on student engagement and motivation. Students were assigned group projects requiring collective problem-solving and shared responsibilities. Collaboration

increased social interaction and accountability, helping students stay committed to tasks. Being part of a team motivated students to participate actively because their contribution directly affected the group's success. In a biology class, students were divided into groups to prepare a presentation on the human circulatory system. A student who usually avoided participation became highly involved in researching and presenting content because their group relied on them, boosting both engagement and motivation.

Feng and Xiao (2024) established article about The impact of students' lack of learning motivation and teachers' teaching methods on innovation resistance in the context of big data which investigated the effect of personalized learning through adaptive technologies. Students received learning materials tailored to their skill level and learning pace. Personalized learning reduced boredom for advanced students and frustration for struggling students. This approach increased motivation because students felt challenged appropriately and could experience continuous success, which reinforced their interest in learning. For example In a mathematics class, one student who struggled with algebra received step-by-step digital exercises at a manageable difficulty. Another student who was ahead received more complex problems. Both students stayed motivated, completing tasks efficiently and improving their understanding of algebra concepts.

### **Solutions**

To address disconnection from learning, teachers can help students understand the purpose and real-life relevance of their lessons. This can be done by linking class content to everyday experiences, future careers, or personal interests. Setting clear goals for each assignment and showing how these goals contribute to overall learning helps students see the value of their efforts. For example, a teacher could explain how mastering a math concept can help in budgeting or scientific experiments, making the learning process meaningful and engaging. Motivation improves when students perceive grading as fair and consistent.

Teachers can clearly explain grading criteria, use rubrics, and provide detailed

feedback on assignments. Highlighting areas of strength and giving actionable suggestions for improvement makes students feel recognized and supported. For instance, using a rubric for a class project can show students what excellent work looks like and what specific areas they need to improve, encouraging them to strive for better results. Teachers can boost motivation by fostering a supportive classroom environment and addressing emotional barriers.

Encouraging participation, praising effort as well as achievement, and providing opportunities for students to experience small successes can strengthen confidence. Techniques such as mentoring, group activities, and one-on-one guidance help students overcome fear of failure or anxiety. For example, allowing students to collaborate on challenging tasks and gradually take on more responsibility builds self-confidence and persistence.

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