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THE IMPORTANCE OF STUDENT MOTIVATION IN TEACHING FOREIGN LANGUAGES

Abstract: This article is about how to motivate students while teaching them foreign languages. It is devoted to students' motivation while teaching a foreign language, especially English as the most needed. The research treats of the innovations in the practice of foreign language teaching as a result of reforms of the Uzbek education. Also here is described problems faced by the teachers in the learning process. There were observed some problems that teachers face during teaching process. It is about some issues of motivating children, adults and High school students- that is in the 3rd year of their study there. Moreover there was explained the definition of motivation, and its two types: extrinsic and intrinsic motivation. There was described the role of teachers in this process and given recommendations how to treat with apathetic ones.

Key words: motivation, use of technological means, extrinsic motivation, intrinsic motivation, to be curious, learning foreign language, different types of characteristics, reward, teacher, role of teacher, team work, group work, pair work, curious, students, Motivated learners, encourage, positive reinforcement, recommendation.

Language: English

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Introduction

In recent years, interest in studying foreign languages has grown dramatically. This is also the reason why our state has developed a decree, a curriculum for foreign language development, after independence. This is a kind of foreign language tutoring innovation methods, and technical means. Nowadays, when the foreign language is becoming more and more popular in our Republic, all the opportunities for English language teaching in all higher education institutions have been created for students' to increase their profound knowledge of the language. It is important to motivate learners during the lesson. The wide use of technological means helps to learn every aspect of learning a foreign language (reading, listening, listening, and speaking). For example, it is impossible to perform this process without a computer, player or CD. Listening comprehension is one of the most important parts of language learning. At the same time, the student is required to speak and at the same time to listen the pronunciation of the speaker, observe grammatical rules, pay attention to the richness of words and its meaning. The use of modern technologies in the learning process may be an important factor to motivate students. Teaching and learning foreign languages with modern technology is one of the most effective ways to learn it. Using these techniques will help students to learn a foreign language more interestingly and effectively [9.P.20-21].

Materials and Methods

Our institute is non- philological establishment. (Namangan institute of engineering and technology). We prepare future engineers, technologists, economists, designers etc. To achieve the goals indicated in our work programs, the question of motivating students of non-linguistic (economic, technical, or textile etc.) specialties in teaching English is key, fundamental, since this category of students mostly lack of knowledge and motivation to learn a foreign language. Future economists, technologists and other specialists are aware of their professional sphere - economics, textile, light industry and so on. However, English is an obligatory discipline for them, from which you cannot go anywhere; students do not realize the need to use a foreign language in their future professional

activities. Unfortunately, there is a tendency to reluctance to learn the language of the future specialty. In addition, the level of proficiency in a foreign language after graduation is very different for students of the same group. Those students, who have passed the exam in English, are ready to engage in the level of "Intermediate". For the rest who entered the specific directions of study, they do not know the language at all, the "Pre-intermediate" level presents great, often insurmountable difficulties. There are also cases when English is not the first after graduation (for example, the first language was French, and the group did not have enough members to learn French), then for the student learning the level "Elementary" is required. All these students are engaged in the same group, the conditions of study in a non-linguistic educational establishment do not give the opportunity to distribute students into groups according to the level of proficiency in the language. For weaker students, self-assessment of their own knowledge and their psychological characteristics decrease, which creates an unfavorable atmosphere for learning. The task of the teacher, taking into account all the features described above, is to increase the level of proficiency in the foreign language of students and improve their communicative competence. The way out in this situation is an appeal to the motivational sphere of the student's personality.

Learning motivation, represents a special kind of motivation, is characterized by a complex structure, one of the forms of which is the structure of internal (process-oriented, result) and external (reward, avoidance) motivation. Educational activity is motivated primarily by an internal motive, when the cognitive need "meets" with the object of activity, is "objectified" in it, at the same time it is prompted by a variety of external motives (self-affirmation, prestige, necessity, etc.). A prerequisite for creating students' interest in the content of learning and in the learning activity itself is the opportunity to exercise mental independence and initiative in the teaching. The more active the teaching methods, the easier it is to get students interested in them [11.P.448].

The position of our native teachers and psychologists is to develop the communicative competence of foreign language communication among students of non-linguistic specialties through a foreign language and create favorable psychological and pedagogical stimuli. Pedagogical stimulation is a purposeful process of shaping the students 'position as a subject of self-education based on the teacher's selection of a set of pedagogical incentives that appeal to the motivational sphere of the students' personality and stimulate the process of stimulating development [7.P.283-287].

The didactic possibilities of the language communities that exist in social networks and online groups for learning English are vast. Their use can help students learn English, increase their motivation to learn a foreign language. "In combination with traditional methods of teaching a foreign language, attracting Internet resources allows you to implement such a model of the educational process, which will enable you to simultaneously create an educational and information environment in which students' creative abilities will develop and improve" [5.P.74-78]. Thus, among the pedagogical stimuli that form the communicative competence of future specialists and increase the motivation of students of non-linguistic specialties to learn a foreign language, we can name modern pedagogical technologies, such as critical thinking technologies, as well as the use of the newest teaching tools, namely authentic materials, author's manuals teachers and, of course, Internet resources.

Motivation is an encouragement, which can be defined as one's direction to behavior or what causes a person to want to repeat a behavior and vice versa. A motive is what impels the person to act in a certain way or at least develop a slope for specific behavior. It has a lot of synonyms such as: encouragement, force, incentive, stimulation, spur, reason, inspiration, inducement, incitement. Motivation is the degree to which students, perceiving some goal, have a desire to do something (for example: extrinsic motivation, intrinsic motivation, sustaining motivation). Motivation is a theoretical construct used to explain behavior. It represents the reasons for people's actions, desires, and needs. A variety of factors can create a desire to learn. Perhaps the learners love the subject they have chosen, or maybe they are simply interested in seeing what it is like. Perhaps, as with young children, they just happen to be curious about everything, including learning. Some students have a practical reason for their study: they want to learn musical instruments so they can play in an orchestra, learn English so they can watch American TV or understand reference books written in English [9.p. 20-21]

Students can be motivated not only by interesting and understandable texts, but also through control. From the point of view of E. A. Oleinikova, testing is one of the most effective forms of extrinsic motivation. "Waiting for a test is an additional motivating factor for systematic training, a stimulus for learning activities" [8, p. 381-384.] Knowledge of a foreign language is assessed in a point system. When learning a foreign language, students often find it difficult to judge their achievements. In this case, test items are able to show the progress that they have made. The motivation of students to learn the language also increases the possibility of reading popular works of art in the original, for example, Harry Potter novels (15%). The interest to the language of most students is also caused by the ordering process in foreign online stores (80%). [7.

pp 283-287] As for the motivating potential of educational websites, foreign teachers pay attention to their entertainment and gaming component. Thus, the German teacher Thomas Rettig, recommended the site https://www.duolingo.com/ for independent work on the development of writing and listening skills in a playful way.

As it was was given above, motivation exists in two different forms: Intrinsic motivation and Extrinsic motivation. Intrinsic and extrinsic motivation can be observed among learners; they are high attitude which has a positive, efficient, and useful effect, and the second one is low attitude which makes blocks and causes weakness for learning language. As to Jeremy Harmer, the desire to achieve some goal is the basis of motivation and, if it is strong enough, it provokes a decision to act. For an adult this may involve enrolling in an English class. For a teenager it may be choosing one subject over another for special study. This kind of motivation - which comes from outside the classroom and may be influenced by a number of external factors such as the society's, family's and peer's attitude of to the subject in question - is often referred to as extrinsic motivation, the motivation that students bring into the classroom from outside. Intrinsic motivation, on the other hand, is the kind of motivation that is generated by what happens inside the classroom; this could be the methods of teacher, the activities that students take part in, or their perception of their success or failure. While it may be relatively easy to be extrinsically motivated (that is to have a desire to do something), sustaining that motivation can be more problematic. As students we can become bored, or we may find the subject more difficult than we thought it was going to be. One of the teacher's main aims should be to help students to sustain their motivation.

One of the most difficult aspects of a teacher's activity is to motivate students. It is also one of the most important. Students who are not motivated will not learn effectively. They will not memorize information, they will not participate, and some of them may even become disorganizers. The best lessons, books and materials in the world will not make students want to learn and be willing to work hard if they are not motivated. Motivation, both internal and external, is a key factor in the success of students at all stages of education, and teachers can play a key role in ensuring and encouraging the motivation of their students. Of course, this is easier said than done, since all students are motivated differently, and it takes a lot of time and a lot of effort to get a full class of students who are passionate about learning, working and striving for perfection. Even experienced teachers with the best intentions sometimes lack the skills to lead students in the right direction. Students may be unmotivated for a variety of reasons:

- they may feel that they have no interest in the subject;
- find the teacher's methods unattractive;
- distracted by external factors.

It may even become clear that a student who seemed to be unmotivated actually has learning difficulties and needs special attention. While motivating students is a difficult task, the rewards are worth it. A motivated student is obsessed with learning, and seeks to be a participant in the process. It is pleasant for both the teacher and the student to teach a class full of motivated students. Of course, some students are self-motivated and have a natural love for learning, but even with students who do not have this natural desire, a good teacher can make learning fun and inspire them to reach their full potential. However, it is not a surprise for us that pupils prefer to abandon the subject, which is mistakenly perceived as difficult and useless. And foreign languages are often perceived as such. Languages are not the main subject. [10. p. 1395-1397.]

Many people see an association between personality attributes and the successful learning of a foreign language. While successful learner may show different types of characteristics (they may be extrovert, self-confident, active, passive, apathetic, independent as well as introvert or shy), unsuccessful learners are more frequently described as demonstrating a lack of self-confidence and being shy, afraid to express their opinions and nervous. The role of the teacher is recognized as being highly significant in all the stages of the motivational process. Motivation is no longer thought of only as integrative or instrumental. It is also considered a key to learning something in many cases created, fostered and maintained by an enthusiastic and well-prepared classroom teacher. Because of the importance of the interaction nature that occurs between learners and teachers, many studies have been dedicated to the discussions of the influence of teachers in the process of foreign language learning. A good teacher should have some important qualities. The first one is the teacher's enthusiasm, acknowledgement and stimulation of students ideas, the creation of a relax and enjoyable atmosphere in the classroom, the presentation of activities in a clear, interesting and motivating way, the encouragement of pupils with difficulties, helping them to increase their expectations of themselves. The prizes and rewards such as "good job" or "nice work" can go a long way. One way to encourage students - and teach them responsibility - is to get them involved in the classroom.

Motivating students is a challenge all teachers face. Every classroom consists of a wide array of students and each of them brings different learning

styles, interests, and life experiences. That is what makes each classroom unique and special. There are several ways that teachers can tap into the individual learning styles and interests of students, thus making learning more fun and meaningful at the same time. One of these ways to start may be by having strong classroom management skills. Researches indicate that pedagogical practices challenge pupils to motivate the language learning. Pedagogical practices consist of: Motivating students into the lesson at the pre-stages of lessons; Varying the activities, games, tasks and materials. Considering the motivation, especially it is necessary to dwell on the need, defined as the focus of activity, mental state, creating a prerequisite for activity. Without need, the student's activity does not awaken, motives do not arise, he is not ready for setting goals. The teacher, first of all, must rely on the need for new impressions, which turns into a cognitive need [1, p. 22], to activate it, make it more clear, conscious. Cognitive need creates readiness for learning activities and goal setting. In this case, under the cognitive motivation refers to such a motivation in which the disclosed unknown new knowledge coincides with the goal of cognitive activity. The cognitive needs and motives are the basis of the educational-cognitive activity, the formation and successful development of which determines its productivity, the possibility of generating creative thinking. Cognitive motivation is one of the most effective motivation for learning. A form of cognitive need is interest. Interest is defined as a form of cognitive need, ensuring the orientation of the individual to the awareness of the objectives of the activity and thereby promoting orientation, acquaintance with new facts, a fuller and deeper reflection of reality

Needed materials and varying activities, tasks and materials can help to avoid the boredom of students' interest levels. Making students to work co-operative rather than competitive is useful either. If students work with groups, they will complete a task, activities and solve problems together. It increases students' motivation. So using team work, group work, pair works methods are considered as the best and most important factors in motivating students. Additionally, games are excellent classroom team building activities which are great for creating motivation in the classroom. It's amazing how it does wonder for students' self esteem and camaraderie. Some children decide not to play the game this system offers. Instead, they continue to search for ways in which what is taught makes sense in their day-to-day lives, becoming frustrated as they realize that much of what is covered is irrelevant to them. If children are unwilling to believe that their own questions do not matter, then they can easily conclude that it is the material covered in class that does not matter. What is left, then, if the content has

no intrinsic value to a student? Any teacher knows the answer to this question. When students don't care about what they are learning, tests and grades force them to learn what they don't care about knowing. Of course, students can win this game in the long run by instantly forgetting the material they crammed into their heads the night before the test. Unfortunately, this happens nearly every time. What is the point of a system that teaches students to temporarily memorize facts? The only facts that stay are the ones we were forced to memorize again and again, and those we were not forced to memorize at all but that we learned because we truly needed to know them, because we were motivated to know them. Motivation can be induced artificially, but its effects then are temporary. There is no substitute for the real thing. The theories about motivated are as varied as the types of students that populate today's classrooms. Some focus on curiosity, and some focus on intrinsic and extrinsic rewards, still other theories focus on what the teachers should do.

As we walk down the hallway of the high school or listen in the teacher's lounge, we find that there are as many varied ways to teach as there are ways students learn. In one room, there is the teacher who sits on the desk and speaks in a near-monotone voice. In another room, there is the teacher who reads without expression to the students, believing that they are following along. Still another teacher is telling the students exactly what information is on the test and how to write to it. Further down the hall, however, the teacher is moving around the room, asking the students questions that incite them to think and respond without the threat of right or wrong answers. Many of these questions begin with "What do you think..." Before we begin, consider the two most obvious features of the behavior of motivated learners: energy and determination. Motivated learners have more than just a vision of a goal they want to achieve. They have a passion or interest for achieving that goal. Motivated learners initiate actions, expend effort, and persist in that effort.

How to win the hearts and minds of learners has been a concern of educational psychologists since the foundation of their science. In any given classroom, some learners will participate enthusiastically while others will not, but the explanation for this disparity is not always apparent. Over the years educational psychologists have used the term "motivation" to account for variations in the energy and direction of learners' behavior. But as we will see, motivation means very different things to different psychologists. [6. pp. 24-45.]

Conclusion

In conclusion, we can say that, the key is to encourage students helps to build self- confidence. Teacher's role here is important. Students look to teachers for approval, and are more likely to be eager

to learn if they feel their work is evaluated and valued. Teacher should encourage open communication and free thinking with your students to make them feel important. In sum up, teachers must use these statements as a sacred rule and recommendation during the teaching process: Give students feedback as quickly as possible and be specific when giving negative feedback; Reward success; Give students specific information about how their work will be graded; Avoid demeaning comments; Avoid giving them pleas for doing homework. If they follow these steps, their students will also learn to develop greater patience and to work at their own pace and by working through the problem, students will experience a sense of achievement and confidence that will increase their motivation to learn.

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