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PEDAGOGICAL AND PSYCHOLOGICAL CHARACTERISTICS OF MOTIVATION IN STUDYING A FOREIGN LANGUAGE

Abstract: The article is devoted to the pedagogical and psychological characteristics of motivation in teaching a foreign language. Motivation and inspiration are at the heart of all human activity. There is an external and internal motivation. Unfortunately, motivation for learning a foreign language decreases at different levels of education. The task of teachers is to support students, even if they make the slightest progress in the spoken language to communicate in it.

Key words: motivation, psychology, education, teaching, integration of skills, communication, goal.

Language: English

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Introduction

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Modern psychologists and education specialists agree that the quality of the activity and its results depend, primarily, on the motivation and needs of the individual, his ambition. It is motivation that causes purposeful activity, which in turn determines the choice of means and methods, their arrangement to achieve goals, i.e. motivation denotes a system of factors that determine human behavior.

The motive appears in the human mind as an object or goal that behavior is ultimately aimed at. The motive is always associated with the processes of cognition: perception, thinking, memory, speech.

The goal is the immediate, tangible result that the behavior is currently aimed at. I.A.Zimnyaya calls motivation the “triggering mechanism” of all human activity: be it labor, communication, or cognition. Nourishing and supporting motivation is a tangible, real, periodical and final result. If there is no success, then motivation fades, and this adversely affects the implementation of activities. In addition to needs, motives, and goals, interests, aspirations, desires, and intentions are also considered as stimulants of human behavior.[6, 221]

The problem of motivation in learning actually arises in every subject. However, the problem of motivation for learning foreign languages in higher education institutions is particularly acute in Uzbekistan. Experience shows that there is a decline from class to class at school, then at college and university. Prior to learning a foreign language and at the very beginning, students usually have high motivation. They want to communicate in a foreign language, recite poems, sing songs, read and so on.

But later, as soon as the process of mastering a foreign language begins, and the attitude of students is changing, many of them are disappointed. Indeed, the process of learning a language involves a period of accumulation of “building material”, overcoming various difficulties, which pushes aback the achievement of the goals that were dreamed of. As a result, motivation decreases, activity disappears, overall performance decreases, which, in turn, negatively affects motivation. And subsequently, already as adults, the students regret what they missed a change of learning, wasted lots of time. Discontent arises not only with their poor results, but mainly with the ways of teaching a foreign language.

Regarding motivation as the most important spring of the process of mastering a foreign language, ensuring its effectiveness, you need to keep in mind

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the following: motivation is a side of the subjective world of the student. It is determined by his own motivations and ideas that are conscious of his needs, hence all the difficulties of challenging motivation from the outside. The teacher can only indirectly influence it, creating the prerequisites and forming the grounds on the basis of which students have personal interest in the work.

Firstly, it can be influenced by social motives determined by the needs of society; they constitute external motivation. External motivation exists in two varieties: broad social motivation and narrow-minded. The exact characteristic of broad social motivation is given by P.M. Jacobson: "This motivation for the learning process is connected with a rather acute sense of civil duty to the country, to dear, close people, and is associated with the idea of learning as a way to mastering great cultural values, as a means of making people more kind and useful in a more reasonable form, with the idea of learning as a way to fulfill their purpose in life." [8, 59] So, for students, the basis for mastering a foreign language may be the prospect of participating in various youth chats, forums and festivals.

The second type of external motivation is narrowly oriented. It defines the attitude to mastering a foreign language as a way of self-affirmation, and sometimes as a way to personal well-being. A rather wide range of moral plan is possible here: from civil motives to narrowly selfish ones. For example: "I want to be a translator: this is prestigious" but also "This is a useful activity that helps to establish mutual understanding". "I want to work in a representative office of a foreign company: this is a well-paid job." But there may be a negative motivation: "I don't like the foreign language, but my relatives think that it will be useful to me; they themselves regret that they did not master it well and would not like me to repeat their mistakes."

However, despite the clearly expressed desire for communication on the part of students, it is this type of motivation that is most difficult to maintain. The fact is that while mastering a foreign language in the atmosphere of the native language, a foreign language appears as an artificial means of communication. And the so-called "natural situations" used in training are essentially artificial in nature. That is, communication in a foreign language in the classroom is mainly conditional, and this brings it closer to stage communication, so it is important to appeal to the imagination of students, their creativity, and the game. The teacher should constantly encourage students to get in somebody's image.

The starting point for the emergence of motivation is to familiarize students with the objectives of the lesson and their acceptance by the students.

The very formulation of the objectives of the lesson should impress the students, open a clear

speech perspective in front of them. The statement of the problem depends on the level of training, on age and psychological characteristics. When students begin to learn a foreign language, for wording it is worth using words such as "play", "build", "fantasize", "solve riddles" that suggest game moments in the lesson: Eg: Today we are casting fairy-tale characters. Or: Today we are building a city. Or: Let's discuss the issues of environmental protection for more advanced students.

Events of actual reality can also enrich the content of the lesson, showing students that they are studying not for schooling, but for life, and this undoubtedly supports communicative motivation. Therefore, the lesson should use information from newspapers and magazines of the country of the language being studied and "link" it with the topic of the lesson.

The cognitive nature of the lesson material plays an important role in communicative motivation and must be subject to the rule of equilibrium between new and already known information. This can be achieved by reporting a new about the known.

The balance between new and familiar information can also be observed by updating intersubject communications. In this case, the facts and events learned at other lessons in other fields of knowledge appear before students at the foreign language lessons as if in a new language shell. Recognizing them gives students the joy of learning; at the same time, they are in fact convinced that a foreign language, like a native language, is characterized by an organic interweaving in the external multidimensional world.

We would like to consider some interesting points in the organization of the lesson that contribute to the development of communicative activity. Game exercises allow you to organize focused speech practice at foreign language lessons, train and activate the skills of monologic and dialogical speech, various types of interaction between communication partners, the formation and formulation of various types of statements (descriptions, messages, information, proof, expression of opinion, consent and so on).

Typically, a lesson begins with a speech warm-up. Game exercises at the very beginning of the lesson set the students up for further active speech activity. But, so that this interest does not fade, you should give the playful character to most exercises in the lesson, especially if they are associated with memorizing and training speech samples on a specific topic, which in itself is a rather boring task. Psychotechnical games are interesting in this regard. Their main functions in teaching a foreign language are the creation of the internal visibility of the students necessary to present a particular situation at the training session, and intensive training in the use of the studied lexical and grammatical material. Here are examples of psychotechnical games that can be used in foreign

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language lessons. One of them is project studies. It is characterized by high communicativeness, involves the expression by students of their own opinions, feelings, active inclusion in real activities, the adoption of personal responsibility for advancement in learning.

The project work lessons use all the best ideas developed by the traditional and modern methods of teaching foreign languages. First of all, they include diversity, problematic nature, learning with pleasure and the so-called ego factor.

Problem means that students use the language to complete tasks that are characterized by the novelty of the result and new ways to achieve it. Problems are made to think creatively, and a student learns by thinking, analyzing.

In the practice of teaching a foreign language, especially at the initial stage, frontal forms of work are most widely used, which allow the teacher to teach the whole class at the same time. The process of frontal work assumes that each student learns simultaneously with others.

Listening, as a rule, occurs as a frontal type of work in the classroom, although communicative tasks after the listening can be distributed differentially in the form of individual or group tasks.

It is important to combine the actions of students with a combination of a goal that is interesting to them. As you know, adolescents are drawn to collectivity, to some kind of joint action. This craving should be used in organizing group and collective work in a foreign language, thereby creating a positive motivation for learning. It is the project work that makes it possible to widely apply collective forms of work. It is advisable to include no more than five and at least three students in group work. At first, the teacher himself determines the composition of the group, explains the goals, objectives and methods of performing the group task.

As experience is gained in joint group activities, students themselves distribute their functions in carrying out a group assignment and adjust their work progress themselves. Group forms of work activate the attention, memory and will of even students with a low level of training. The fact is that, working in the micro-collective, each student of the group cannot refuse to do his part of the work, cherishing the opinion and attitude of his comrades. Hardly he can rely on the help of a more "strong" student. Thus, each member of the group tries to be no worse than the others and, feeling "the shoulder of a comrade", is more likely involved in active work. Therefore, group work helps to increase motivation in foreign language lessons.

So, the prerequisites for the emergence of communicative motivation can be created when setting the objectives of the lesson, the appropriate content and the corresponding organizational forms of the lesson. Students should feel the need for language

material to expand and deepen their speech capabilities. The teacher says: "Today we will talk about ... What words and phrases may we need for this?" Thus, the need for new words is created. Pupils name the words, they need in their native language, and better if the students, using the dictionary, find the meanings of these words in a foreign language themselves, and the teacher helps you choose the right word in each case from the many options for its meaning. Motivation is increasing. It is also noted that the imprint in the memory of vocabulary is also enhanced. Work on a project is an excellent incentive to expand and deepen language material.

The named types and subspecies of motivation are, in a certain sense, "hidden forces that tone the doctrine." Whether they will be "awakened", whether they will turn into a real driving force of the learning process throughout its duration, depends on the teacher. Its function, therefore, includes the education of the motives of learning, that is, the creation by means of this subject of grounds for invoking the corresponding motives. Leo Tolstoy said: "The easier it is for a teacher to teach, the more difficult it is for students to learn. The more difficult it is for a teacher, the easier it is for a student. the easier the student will learn". Being a unit of the educational process, a lesson is a complex, controlled, dynamic complex of educational tasks that leads students in the optimal way to a specific goal under specific conditions [7, p. 46].

If a lesson as a unit of the educational process should possess the basic properties of this process, then the following is obvious: everything that will happen within the lesson, the quality of the lesson and its effectiveness will depend on how high-quality and effective the scientific concept that underlies entire training system. Therefore, the basis for constructing the lesson is a set of scientific provisions that determine its features, structure, logic and methods of work. This set is called the methodological content of the lesson [7,67].

A lesson in a foreign language, to a greater extent than a lesson in any other subject, is the leading means of learning, since only in the walls of the classroom and especially at the lesson does the student get the opportunity to use the language as a means of communication.

The main specific feature of the subject of a foreign language is that the purpose and content of the lessons of a foreign language is to teach speech activity.

The second feature of foreign language lessons is the complex nature of all work on teaching a foreign language. The complexity of the lessons of a foreign language stems not only from the specifics of the content of the subject "foreign language", but also from the psychological laws of mastering someone else's speech. By installing in students the skills of speaking and reading, the teacher tries to

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simultaneously provide them with the assimilation of linguistic material.

All elements of the linguistic material - phonetic, lexical and grammatical - are interconnected in the phrase and in speech. Therefore, work on a specific aspect of a language is inextricably linked to work on other aspects.

All types of speech activities are interconnected, spoken language facilitates the process of reading and understanding the text, and independent reading (to oneself and aloud) affects the enrichment and development of students' oral speech.

Thus, the essence of the complexity of foreign language lessons lies in the fact that between the

elements of phonetics, vocabulary, grammar and spelling, on the one hand, and types of speech activity on the other, there is a constant connection and interconnection, which are manifested independently of the specific tasks of each lesson individually.

Both of these features of foreign language lessons determine their content and organization. The art of conducting lessons depends largely on the understanding and fulfillment by the teacher of the social and pedagogical requirements that the lesson must satisfy. These requirements are determined by the objectives of the education, the laws and principles of instruction.

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