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## **Arising motivation in teaching foreign languages.**

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**Abstract:** There are different motifs for people to learn foreign languages: some people learn a foreign language for practical reasons whereas others are enthusiastic for a particular language and the speakers of that language. Those who are learning the language or have already learnt are aware of the career benefits that the language proficiency offer yet some learners need to realize the reason for language learning which can be a motif for them to go further. Motivation and management of their learning behavior are important in effective learning. To push the students to be effective learners and willingly work on themselves they should set goals and visualize the last outcome which is expected to achieve after being proficient in the language they are learning. If a teacher has a strong methodology and arises motivation in the students teaching and learning will be an enjoyable activity. The preliminary duty of the teacher is to encourage the students to set certain goals in front of them at the early stage of their learning process. Because the students do not learn a subject with only their brain but there are other factors too. Motivation factor makes the learners more receptive to new information. However, students do not learn in the same way, some of them learn by listening, some by writing and some other by involving speaking. In order to keep students interested in learning, students must be motivated by the teacher.

**Key words:** motivation, internal motivation, external motivation, mindset, learning goal,

The central topic in the field of education is motivation which pushes the learners to keep learning. At the same time, this is one of the most critical topics. It is suggested that every teacher should ask themselves the question: what to do to motivate my students. Motivation is essential in language learning and at the same time it is the most difficult aspects of teaching. First thing to do is to identify the students' motivation and then organizing the lesson accordingly. According to Anjomshoa and Sadighi (2015) motivation is a complex concept that has caused difficulties for a long time for those who tried to understand and explain it.

Most students learn English because it will be beneficial for them in the future, gives job prospects and so on. Some others want to earn more money to fulfill certain educational purposes, to travel abroad or meet more people whose native

language is English. With this regard motivation can be divided into two distinctive categories: internal and external motivation.

“Internal motivation” means that one’s motivation to accomplish their goal comes from within themselves. It is determined by the learners’ own values and goals. For example if a student will go to class every day during the semester so that they can learn as much as possible. With internal motivation, it is much easier to stay academically motivated. Trying to find some internal value in everything you have to do academically can improve your overall motivation (e.g., learning astronomy so that you can explain to your little brother what stars really are).

In terms of “External motivation” your motivation to accomplish your goal that comes from a source outside yourself. For instance: if a student wants to make a 3.5 GPA in college so that his/her parents will buy them a car. It’s a good reason to be externally motivated by such things as getting higher grades, praise from your family, or earning more money, however, it will be harder for you to stay highly motivated in the areas where you only have ulterior reasons for being in those situations. Performing tasks to look good for others or to please your family can be difficult to maintain. Constantly using external motivation when you are confronted with difficult tasks requires a great deal of effort. So it is vital to arise internal motivation to keep them in their learning process.

There are some helpful methods and suggestions for learner to generate and maintain internal motivation. These can improve their general motivation to succeed in their study:

- Reframe your mindset: view classes/assignments as an opportunity, not a requirement. Most students find it hard to accomplish the given assignments by the teachers whereas they are a must to be done to improve themselves. So changing their perspectives towards the given tasks namely accepting them as facilitators to boost their language will make it easy to willingly do the given tasks.
- Imagine your success: rather than assuming the worst, think of the best possible scenario outcome – how does that look to you? Is the reward worth the work? Always the vision of the last result keep the students go further and further. For example now they are going through the challenging process in their learning such as burning the night oil to read and do the assignments, keeping away from luxuries to attend the classes do revisions and repetitions etc. At the end of all the hard work there is a guaranteed reward that should be target for the students to achieve.
- One step at a time: Rome wasn’t built in a day – break down your goal into smaller goals so that it is not as overwhelming. Small victories are just as

important! Dividing the learning process into meaningful pieces and gaining them bit by bit makes the process a lot easier and does not bother the students.

- Remember your why: Who or what is motivating you? When you feel discouraged, think of those individuals and why you are pushing through! Keeping your goal in mind alleviate the pressure of learning.

Motivated learners are every teacher's dream — they are willing to work hard, add their own goals to those of the classroom, focus their attention on the tasks at hand, persevere through challenges, do not need continuous encouragement, and may even stimulate others in the classroom, promoting collaborative learning. However, we all know that the motivation behind our learners' learning varies widely, ebbs and flows over the course of the year (or even during a single classroom activity), and stems from various sources, internal to the learner, external, or both. As teachers we can generally see who is motivated and who is not, and often we may wonder how or even if we can harness the motivation of some and spread it out to others. Tapping into motivation is crucial for language teachers because we know that motivation is one of the key factors driving language learning success [3]. In this paper, the researchers discuss the definition of the concept and the importance of motivation, review the specific approaches for generating motivation, explain the distinction between integrative and instrumental motivation, elaborate the distinction between intrinsic and extrinsic motivation, mention the factors influencing motivation and demotivating factors identified by [3], and finally state the adoption of motivational teaching practice.

There are many different definitions for the term motivation. According to [2], to be motivated, the learner needs to have something to look forward to, a purpose related to goal or objective. This objective would be learning a foreign language. There must be something that the learner wishes to accomplish or gain, being the target language the vehicle to attain it. The learner's reasons for another language could vary from achieving a sense of success, fulfill other's expectations or being able to buy a new car through getting a better job due to command of the target language. [4] states that motivation energises human being and provides direction. Crookes and Schmidt (1991) identify motivation as the learner's orientation with regard to the goal of learning a second language. According to [5], motivation is defined as —an attribute of the individual describing the psychological qualities underlying behavior with respect to a particular task. This goal-directed behavior shows itself through distinct actions of the motivated individual. described this explicitly when he wrote the following: The motivated individual expends effort, is persistent and attentive to the task at hand, has goals, desires and aspirations, enjoys the activity, experiences reinforcement from success and disappointment from failure, makes attributions concerning success and or failure, is aroused, and

makes use of strategies to aid in achieving goals. Motivation should be viewed as a hybrid concept, —an internal attribute that is the result of an external force.

Motivation is comprised of three levels: the language level, the learner level and the learning situation level. The motivation processes at the language level can be described comprehensively by using the traditional concepts of integrative and instrumental motivation; at the learner level motivation involves the influence of various individual traits of language learners, such as, the need for achievement and self-confidence. The learning situation level is also influenced by a number of intrinsic and extrinsic motives. For example, in extrinsic motives, courses are related to the syllabus, the teaching materials, the teaching method and learning tasks. In intrinsic motives, teacher concerns the motivational impact of the teacher's personality, behavior and teaching style, the group is related to the characteristics of the learner group. In general, motivation is dynamic in nature and can vary from moment to moment depending on the learning context or task.

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