

**THE CONNECTION BETWEEN LEARNING AND MOTIVATION IN
LEARNING A FOREIGN LANGUAGE**

Rasulova Munajat Akmaljonovna

Teacher of the department of Foreign Languages

Alisher Navo'i Tashkent State University of

Uzbek language and Literature

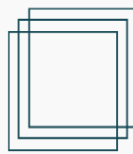
Abstract

Motivation management, learning foreign language is one of the central problems of teaching methods in school. The foreign language as an object has a number of specific features, one of which is the mastery of the foreign language by teaching the ability to communicate in foreign language. Unfortunately, at the moment, training in foreign language is mainly artificial and educational in nature due to the lack of a "natural need" for students to communicate in foreign language. In this regard, the teacher is faced with the task of creating an environment for foreign language speech communication in the process of language teaching, as close as possible to natural conditions. The article considers the relationship between learning and motivation for learning a foreign language.

Key words: Management of motivation, activity approach, specific communication situation, positive attitude.

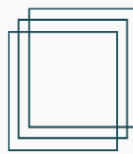
The most important factor stimulating the process of foreign language speech communication should be considered the motivation for mastering a foreign language. In recent years, this problem has been studied within the framework of the activity approach to learning developed by S.L. Rubinstein, A.N. Leontyev, and others. identify them correctly and manage them intelligently. In this regard, it is necessary to turn to theoretical studies on the problems of motivation, as well as to determine its relationship with the content of foreign language learning; because "educational speech activity is aimed at achieving by the communicators a certain positive or negative result in a specific situation of communication in the target language." [6] At the moment, there is no consensus or unambiguous solution to this problem, namely, what is motivation in general and the motivation of educational activity in particular. The search for ways to resolve the issue of motivation for learning is possible in terms of psychological research in this area, where the psychological foundations of motivation are considered. According to I.A. Zimnyaya, "a motive is what explains the nature of a given speech action, while a communicative intention expresses what communicative goal the speaker pursues when planning this or that form of influence on the listener."

In the field of teaching foreign language, psychological issues of motivation are solved in the works of A. A. Alkhazishvili, I. A. Zimney, A. A. Leontyev, N. M. Simonova and



others. Foreign literature also pays great attention to the role of motivation, called foreign by the authors of "Motor", "Key-word" in teaching foreign language. [5] Motivation is understood as a system of stimulating impulses that direct educational activity, in the case of a positive attitude of the teacher, to a deeper study of a foreign language, its improvement and the desire to develop the needs of knowledge of foreign language speech activity. Numerous experiments have shown that during one academic year, the attitude of students to various types of speech activity in a foreign language can sharply change in a negative or positive direction. This, in turn, depends on the teacher's style of work (the constant use of only one textbook, monotonous types of exercises weakens positive emotions, and the student turns into a passive contemplator), on the teaching materials, on learning outcomes, etc. So, the higher the progress in foreign language, the deeper in the subconscious of the trainee is a positive attitude towards learning a foreign language. Conversely, low academic performance is strongly correlated with negative cognitive, mnemonic, and communicative attitudes. [3]

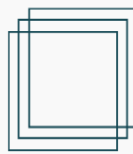
A positive attitude towards the study of foreign language contributes to the improvement of the results of learning speech activity. In addition, for the optimal organization of speech-thinking activity, it is necessary to know the types of motivation. The motivation for learning can be determined by external (narrow-minded) motives and internal motives. External motives are not related to the content of the educational material: the motive of duty, duties (broad social motives), the motive of assessment, personal well-being (narrowly social motives), lack of desire to learn (negative motives). Internal motives, on the contrary, are related to the content of educational material: motives of cognitive activity, interest in the content of learning (cognitive motives), motives for mastering general methods of action, identification of cause-and-effect relationships in the studied educational material (educational and cognitive motives). According to G.V. Rogova and Z.N. Nikitenko, interest in the process of learning in a foreign language rests on internal motives that come from the foreign language activity itself. Thus, in order to maintain interest in the subject, the foreign language teacher must develop internal motives in students. At the same time, the key and decisive parameters are those that are inherent in a given individual: personal experience, context of activity, interests and inclinations, emotions and feelings, worldview, status in the team. This allows for true motivation in students. In this case, "it is not the stimulation that works, but the inner urge; motivation is not brought into learning from the outside, not imposed on it, but is a direct product of the teaching method itself." The teacher is faced with a number of tasks, the main of which are to use interpersonal relationships and create emotional well-being, which in turn will increase the effectiveness of teaching foreign language communication. [4]



Since motivation is a multifaceted phenomenon, the content of training should include a whole range of means to maintain it. In the system of teaching foreign language as a foreign language culture, first of all, the means of maintaining motivation for cognitive, developmental and educational activities are important, which ultimately causes communicative motivation in the student of foreign language. In the general structure of motivation, the dominant motive is the main motive that determines educational activity and the formation of an attitude towards it. This is a cognitive motive, since it is based on a constant striving for knowledge; and also there is a connection with the content and organizational side of the educational activity itself. In the process of educational activity, the emerging private motives begin to act, guiding the formulation, acceptance and solution of individual tasks to achieve specific goals of teaching foreign language speech communication. Cognitive motives in mastering a foreign language are differentiated as follows: interest in a foreign language as such contributes to the formation of motives for the analysis of linguistic phenomena, for all kinds of forms and content of classes with a foreign language, for the development of linguistic thinking; the possibility of using a foreign language as a means of exchanging information, gaining knowledge with its help, studying the culture, history, development and reality of the country of the target language, broadening one's horizons form the motive of attitudes towards foreign language as a necessary means of cognitive activity. The motivational aspect is also crucial for the activation of all psychological processes - thinking, perception, understanding and assimilation of foreign language material. To do this, it is necessary to increase the levels of motivation, contributing to the development of cognition and intellectual activity in students, ultimately seeking to increase the effectiveness of the learning process.

"Internal condition", mental and physical experiences (needs), a conscious internal or external need (motives) give meaning, thereby stimulating speech and thinking activity, thinking, and lead to the desire to learn more and learn to think in language. Thanks to the situation, the needs of the individual are satisfied, and positive attitudes are created for the study of a foreign language. Thus, motives, interests, situations, attitudes are interdependent, constitute a harmonious unity of the personality, and are an internal energizer. Since teaching foreign language communication occurs through communication, which is a purely personal process in which the exchange of ideas, interests, the transfer of character traits is carried out, then in communicative learning, taking into account the personal properties of students is of paramount importance. Without taking into account the above factors, the speech actions of students are torn off from their real feelings, thoughts, interests, that is, the source that feeds speech activity is lost.

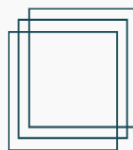
It is the consideration of personal properties that leads to the emergence of situational communicative motivation, that is, it ensures the student's proactive participation in



educational or real communication. Of all the variety of properties, personal individualization, which provides a challenge to communicative motivation, traditionally suggests taking into account the six methodologically most significant properties of a student as a person: the context of activity; personal experience; spheres of desires, interests, inclinations; emotional and sensual sphere; worldview; student status in the group. All of this encourages students to learn. The success of mastering a foreign language in its cognitive function contributes to the formation of linguistic flair; the satisfaction of the actual cognitive motives when studying a foreign language forms a stable motivation for constant work with him; the use of a foreign language to obtain certain information (reading magazines, newspapers, explanatory dictionaries, and the like) makes this language indispensable in the cognitive activity of the student, at the same time, the foreign language itself enhances the general cognitive activity of the learners, and, consequently, the motivation for learning the language increases. Scientists studying the motivation for mastering a foreign language distinguish a number of types of motivation, taking into account the individual development of students' needs:

- 1) communicative-motivational, determined on the basis of communication needs;
- 2) linguo-cognitive motivation based on the student's desire to learn linguistic phenomena;
- 3) regional geographic motivation, depending on the topic and emotional interest of the student; Since the specificity of the middle stage of foreign language learning is determined by "the target setting, the peculiarities of language proficiency, the nature of the assimilated material (volume, complexity, information content)", then at this stage the further development of communication skills and speech skills continues. The leading type of speech activity is oral speech; the study of foreign language acquires a pronounced regional character. All this gives tasks and exercises, all educational activities "quite communicative and motivational in nature."

The consistency of the content of education and the methods of its presentation with the real possibilities and interests of schoolchildren contributes to the formation of positive motivation. Particularly interesting is the approach to the problem of the connection between the content of education and motivation in the light of addressing the problem of language as part of a foreign language culture. This allows you to successfully combine the elements of regional studies with linguistic phenomena, which act not only as a means of communication, but also as a way to familiarize students with a new reality for them. This approach to teaching a foreign language at school in many ways provides not only a more effective solution to practical, general educational, developmental and educational tasks, but also contains tremendous opportunities to challenge and further maintain the motivation of learning. At the same time, the main task is "the study of linguistic units that most clearly reflect the peculiarities of the culture of the people - the native speaker of the language and the



environment of its existence." The basis for this can be linguistic and regional studies, which have become firmly established in the practice of teaching foreign language, thanks to the research of E.M. Vereshchagin and V.G. Kostomarov. It is precisely reaching the level of possible expansion of regional geographic material that can logically and effectively solve the tasks of strengthening the socio-cultural orientation of foreign language education in general, expanding background knowledge, modernizing the lexical base and naturally strengthening the motivational aspect of learning a foreign language. The practice of teaching a foreign language shows that students are always interested in history, culture, art, customs, traditions, the way of everyday life of the people, the hobbies of their peers, etc. At the same time, it is necessary to carefully select the material, since the educational system faces the task of preparing schoolchildren for cultural, professional and personal communication with representatives of countries with different social traditions, social structure and linguistic culture.

Thus, the consistency of the content of teaching and the methods of its presentation with the cognitive needs and interests of students counteracts the formation of a negative attitude. Optimally selected material strengthens all components of motivation: needs, interests, emotions, motives themselves. The formation of a stable level of motivation for learning obliges the teacher to select appropriate teaching materials that would represent cognitive, communicative, professional values that are of a creative nature, would stimulate the mental activity of students. The use of culturological material in the educational process in foreign language creates conditions that motivate the educational process, and contributes to the deepening and expansion of the sphere of cognitive activity of students. [4]

Reference

- 1) Bakirova H.B. Teaching foreign language terminology at non-language universities. International journal of discourse on innovation. Integration and education. Volume: 01 Issue: 01. 2020 <http://summusjournals.uz/index.php/ijdiie>
- 2) Bakirova H.B. Formation of terminological competence in ESP education. Novateur publications. Journal NX- A Multidisciplinary Peer Reviewed Journal, ISSN No: 2581 – 4230 VOLUME 6, ISSUE 11, India.-2020. P 63.
- 3) Galskova N.D. Modern methods of teaching foreign languages: A guide for teachers. - M., 2003.
- 4) Markova A.K. Formation of motivation for learning. - M.; Enlightenment, 1990.
- 5) Rogova G.V., Nikitenko Z.N. On some ways to increase, the motivation for learning foreign languages among schoolchildren in grades IV-VII. // Foreign languages at school number 6, 1988.
- 6) Salanovich N.A. Motivation for learning and ways to improve it in the French language lesson. // Foreign languages at school number 6, 1987.