

**THE IMPORTANCE OF MOTIVATION IN THE PROCESS OF TEACHING
ENGLISH TO LEARNERS.**

¹O`rolova Madinaxon Jamoliddin qizi, ²Shamuratova Dilnoza Jamolovna

The student of Uzbekistan State World Languages University¹, The scientific adviser The teacher of Uzbekistan State World Languages University²

ABSTRACT

The thesis highlights researches about the importance of motivation in learning not only the English language, but also other sciences. Motivation is an essential factor for teaching learners within the inspirational way which increases pupils` belief to themselves. The research determines and analyzes the notion of motivation, learns types of motivation and mulls over previous studies about role of motivation in teaching English successfully. In addition, students` motivation is a vital cause that plays an integral role in their learning process. Therefore, teachers and educators should know how to inspire pupils, attract their interest to learning English. The main reason is that, motivation can lead students to achieve their target ambitions that`s why motivation is crucial in every fields of science in order to enhance their knowledge.

Key words: motivation, intrinsic motivation, role of motivation, academic performance, instrumental and integrative motivation.

INTRODUCTION

Motivation plays a pivotal role in achieving target goals, likewise learning English as a second language. Besides that, it is a main factor for gaining to the success or can help do away with repercussions immediately. Thus, teachers ought to know when and how to give the right motivation to learners who have no interest to learning English with great gusto. In addition, motivation effects on pupils` spiritual consciousness and inspires intellectually. Furthermore, as George (2013) who stated that motivation plays a significant role in individual`s educational life and their performance. Besides that, motivation can help determine students` future plans and purposes into the bargain which they try to achieve their goals. Zenzen (2002) noted, the students are effected by a need to achieve to a certain level and the students having a high desire of success, work harder to succeed. Each individual need to right motivation for getting main aims or otherwise young learners may lose belief, interest and aspiration to themselves in consequence of neglectfulness. Therefore, teachers should attract learners` attention through a high motivation if pupils do not have enough inspiration to learn a new language. According to Rockstroh (2013) that teachers are among the predominant school-based factors in impacting students achievement at all branches of science education. Numerous researches have indicated that motivation is solidly linked to success as a chain in learning the English language or any other second language.

1. The concept of Motivation.

Motivation is an internal process which we define it as inspiring power to learn new thing and the factor of our achievements. Most of us, we know that all great achievements are accomplished through inspiring motivation. As Singh (2011) indicated, motivation creates a self determination and a feeling of enthusiasm that leads a student to realize greater meaning and objectives in personal and academic process. As mentioned before, every individuals need to a good motivation and they have aspiration for height and the strongest attempt because of motivation. If there is no motivation, there will never be change, competition to each other and development. According to Mazumder (2014) addressed, the motivation level is important to effectuate in challenging conditions, stay focused on goals and to accomplish difficult tasks. It is obvious that for each student the type of

driving force is different, and usually it is not only one factor but a combination of factors that lead students to achieve their goals. Therefore, motivation is a vital key which is utilized for opening the door of successes.

2. Role of Motivation in Language Learning.

Of course, the role of motivation in learning English is enormous, and learning a new language is drudgery for young learners however they allocate most of their time to learn it, as a result, the process becomes mundane quickly. Thus, teachers and educators ought to give the right motivation in order to enhance their interests to English. Al-Otaibi (2004) declared that motivated learners spend much of their time to gain in learning the foreign language more effectively than unmotivated ones. Adeyinka, Asabi and Adedotun (2013) stated that teachers have the biggest impact on the success and flows of students` academic performance because their teaching motivation is imperative in supporting them to learn and one approach is likely to produce different results from each other. According to Mitra Alizadeh (2016) noted that learners` motivation can go up and down depending on the context of language learning. Motivation has a key role in the development of language skills. However, some pupils do their home tasks due to be spooked by their parents, they have no cognition because of lack of motivation. The teachers` expectations are recognized to have a key role in academic achievement. Therefore, understanding the link between the teachers` expectations and the academic performance of the students is crucial. Evidence derived from psychology experiments indicate that the teachers` expectations of students` abilities may influence consequent student academic performance (Tenenbaum et al., 2007). As, Athman et al (2004) argued that poor motivation among students adversely affects students` performance. They positively indicated there is a liaison between performance and motivation. The right motivation provides learners with an ambition and direction to follow and accomplish it with great gusto.

3. The types of motivation.

There are various concepts of the term motivation. According to Do`rnyei (2012) that the terms can be grouped as an intrinsic and extrinsic motivation. Intrinsic motivation refers to the motivation to engage in an activity because that activity is enjoyable to do. Extrinsic motivation refers to the actions that are performed to get some instrumental aims like earning a reward or stopping a punishment. Some scientists argued that motivation divides into two basic types: instrumental and integrative. As Mitra Alizadeh (2016) stated that the instrumental motivation refers to acquiring a language as a means of obtaining quintessential objectives such as furthering a career, reading technical materials, translation and so on. The integrative motivation describes learners who want to integrate themselves into the culture of the second language group and to be involved in social interchange. Nevertheless, the main purpose of all types of motivation is to increase learners` interests and passion for science.

CONCLUSION

Several studies have shown that motivation is a significant treatment for all obstacles and mishaps in the process of language learning. All pedagogues should asses correctly pupils` interests and reward mere wins of them in order to elevate their knowledge and interests to the subject. As a consequence, learners try to brush up on a new language by being satisfied from acquired improvement. Therefore, the research deduced that the given motivation to learners` by teachers is an essential influence on their academic performance.

REFERENCES

- 1.A.Adeyinka R; O. Asabi; O.Adedotun. O: Teacher`s Motivation on Students` Performance in Mathematics in Government Secondary Schools, Makurdi Lg Area.
- 2.Al-Otaibi.G.(2004). Language Learning Strategy Use among Saudi EFL Students and Its Relationship to Language Proficiency Level, Gender, and Motivation: Indiana (PA): Indiana University of Pennsylvania.
- 3.Athman and Monroe (2004) The effects of environment-based education on students achievement motivation. <http://w.w.w.seer.org/pages/research/JIR>
- 4.Do`rnyei,Z.(1998). Conceptualizing Motivation in Foreign Language Learning. *Language Learning*, 40,46-78, 1998.
- 5.Mazumder. Q.(2014) Student Motivation and Learning Strategies of Students from USA, China Bangladesh. *International Journal of Evaluation and Research in Education*, 6(3), 209-218. <https://doi.org/10.11591/ijere.v3i4.6288>.
- 6.Mitra Alizadeh.(2016). The Impact of Motivation on English Language Learning. Lahijan Branch, Islamic Azad University, Lahijan, Iran.
- 7.Rockstroh.A.H.(2013) Teaches characteristics on Student Achievement:An Examination of High Schools in Ohio.
- 8.Singh. K (2011). Study of Achievement Motivation in Relation to Academic Achievement of Students. *International Journal of Education Planning/ Administration*.
9. Tenenbaum, H. R. and Ruck,M. D. (2007). Are Teachers` expectatios Different for Racial Minority than for European American Students? A Meta-Analysis. *Journal of Educational Psychology*, 99(2), 253-273. <https://doi.org/10.1037/0022-0663.99.2.253>
- 10.Zenzen.T.G (2002). Achievement motivation. U.S.A. University of Winconston- stont Menomonie.