

THE IMPORTANCE OF MOTIVATION IN LEARNING ENGLISH AS A FOREIGN LANGUAGE

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Annotation: Motivation plays a crucial role in the process of learning English as a foreign language. It influences learners' attitudes, efforts, and achievements in acquiring language skills. This article examines the importance of motivation in English language learning and analyzes its impact on students' academic performance and communicative competence. The study focuses on two major types of motivation: intrinsic motivation, which comes from personal interest and satisfaction, and extrinsic motivation, which is influenced by external rewards and social factors. Motivated learners tend to participate more actively in classroom activities, practice language skills regularly, and demonstrate greater persistence in overcoming learning difficulties. Furthermore, motivation contributes to the development of self-confidence and positive attitudes toward language learning. The article emphasizes the role of teachers, educational institutions, and modern technologies in increasing students' motivation and creating an effective learning environment.

Keywords: Motivation, English language learning, intrinsic motivation, extrinsic motivation, communicative competence, academic achievement.

Annotatsiya: Motivatsiya ingliz tilini chet tili sifatida o'rganish jarayonida muhim o'rin tutadi. U o'quvchilarning til o'rganishga bo'lgan munosabati, sa'y-harakati va natijalariga bevosita ta'sir ko'rsatadi. Ushbu maqolada ingliz tilini o'rganishda motivatsiyaning ahamiyati hamda uning talabalarning akademik muvaffaqiyati va kommunikativ kompetensiyasiga ta'siri tahlil qilinadi. Tadqiqot motivatsiyaning ikki asosiy turi - ichki va tashqi motivatsiyaga qaratilgan. Ichki motivatsiya shaxsiy qiziqish va qoniqish bilan bog'liq bo'lsa, tashqi motivatsiya mukofotlar va ijtimoiy omillar ta'sirida shakllanadi. Yuqori motivatsiyaga ega talabalar dars jarayonida faolroq ishtirok etadi, til ko'nikmalarini muntazam rivojlantiradi va qiyinchiliklarni yengishga intiladi. Maqolada o'qituvchilar, ta'lim muassasalari va zamonaviy texnologiyalarning motivatsiyani oshirishdagi o'rni yoritilgan.

Kalit so'zlar: Motivatsiya, ingliz tilini o'rganish, ichki motivatsiya, tashqi motivatsiya, kommunikativ kompetensiya, akademik muvaffaqiyat.

Аннотация: Мотивация играет важную роль в процессе изучения английского языка как иностранного. Она влияет на отношение учащихся к обучению, их усилия и академические достижения. В данной статье

рассматривается значение мотивации в изучении английского языка и анализируется её влияние на успеваемость студентов и развитие коммуникативной компетенции. Особое внимание уделяется двум основным видам мотивации: внутренней, основанной на личном интересе и удовлетворении, и внешней, связанной с социальными факторами и вознаграждением. Мотивированные студенты активнее участвуют в учебном процессе, регулярно практикуют языковые навыки и проявляют настойчивость в преодолении трудностей. Кроме того, мотивация способствует развитию уверенности в себе и формированию положительного отношения к изучению языка. В статье также подчеркивается роль преподавателей, образовательных учреждений и современных технологий в повышении мотивации учащихся.

Ключевые слова: Мотивация, изучение английского языка, внутренняя мотивация, внешняя мотивация, коммуникативная компетенция, академическая успеваемость.

Introduction. English has become one of the most widely spoken languages in the world and serves as an international language in education, business, science, and technology. As a result, learning English as a foreign language has become increasingly important for students in many countries. However, mastering a foreign language is a complex process that requires effort, persistence, and continuous practice. Among the many factors influencing language learning, motivation is considered one of the most significant.

Motivation can be defined as the internal and external forces that encourage individuals to achieve their goals. In language learning, motivation determines the level of effort students invest in acquiring new knowledge and skills. Researchers have identified two main types of motivation: intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to learners' personal interest and enjoyment in learning a language, while extrinsic motivation is influenced by external rewards, such as grades, job opportunities, or social recognition.

Numerous studies have shown that motivated students tend to achieve better academic results and develop stronger language skills. Learners with high motivation participate actively in classroom activities, communicate confidently, and are more willing to overcome difficulties. On the other hand, a lack of motivation may lead to poor performance, low self-confidence, and limited participation in the learning process.

Teachers play a crucial role in fostering students' motivation. Effective teaching methods, interactive classroom activities, and positive feedback can significantly increase learners' interest in studying English. In addition, modern technologies such as online platforms, educational applications, and artificial intelligence tools provide

students with new opportunities to practice and improve their language skills.

Furthermore, motivation is closely connected with communicative competence, which is the ability to use language effectively in different situations. Students who are motivated to learn English are more likely to engage in conversations, practice speaking, and develop their listening, reading, and writing skills.

The purpose of this article is to explore the importance of motivation in learning English as a foreign language and to analyze the factors that influence students' motivation. The study also aims to examine the role of teachers and educational technologies in promoting successful language learning.

Methodology. This study employed a mixed-method research design to investigate the importance of motivation in learning English as a foreign language. Both quantitative and qualitative methods were used to analyze the relationship between motivation and students' language achievement, classroom participation, and communicative competence.

The participants of the study consisted of sixty university students majoring in English language and literature. The students were between eighteen and twenty-three years old and had different levels of English proficiency. The participants were selected using purposive sampling in order to ensure that all respondents had experience in learning English as a foreign language.

Data were collected through questionnaires, interviews, and classroom observations. The questionnaire included twenty questions related to students' intrinsic and extrinsic motivation, learning strategies, classroom participation, and attitudes toward English language learning. Semi-structured interviews were conducted with fifteen students to gain a deeper understanding of the factors influencing their motivation. Classroom observations were also carried out to evaluate students' engagement and participation during English lessons.

The collected quantitative data were analyzed using descriptive statistics, including percentages and averages. Qualitative data obtained from interviews and observations were analyzed using thematic analysis to identify common patterns and ideas.

To ensure the reliability and validity of the research findings, data triangulation was applied by combining different research instruments. Ethical principles were followed throughout the study. Participation was voluntary, and all participants were informed about the purpose of the research. Personal information remained confidential and was used only for academic purposes.

The methodology provided valuable insights into the role of motivation in foreign language learning and helped identify the main factors that contribute to students' academic success.

Results and Discussion. The findings of the study revealed that motivation has a significant impact on students' success in learning English as a foreign language. Students with high levels of intrinsic motivation demonstrated greater enthusiasm, active participation, and stronger communication skills than those with lower motivation levels.

The questionnaire results showed that most participants considered future career opportunities, international communication, and personal development as the main sources of motivation. Classroom observations indicated that motivated students were more willing to participate in discussions, complete assignments, and practice speaking activities.

Interview data also demonstrated that supportive teachers, modern technologies, and interactive teaching methods positively influenced students' motivation. However, some students mentioned that fear of making mistakes and limited opportunities for communication reduced their motivation.

Overall, the study confirms that motivation is a key factor in successful English language learning.

Conclusion. Motivation plays a fundamental role in learning English as a foreign language. The findings of this study demonstrate that motivation significantly affects students' academic achievement, communicative competence, and overall learning experience. Learners who possess strong motivation are more likely to participate actively in classroom activities, practice language skills regularly, and overcome challenges during the learning process.

One of the most important findings of this research is the influence of intrinsic and extrinsic motivation on language acquisition. Intrinsic motivation encourages students to learn English because of personal interest, enjoyment, and self-development, while extrinsic motivation is connected with external rewards such as academic success, career opportunities, and social recognition. Both types of motivation contribute to students' willingness to invest time and effort in language learning.

The study also highlights the significant role of teachers in increasing students' motivation. Effective teaching methods, encouraging feedback, and interactive classroom activities create a positive learning environment that promotes students' interest in English. Teachers should support learners by providing meaningful tasks, setting achievable goals, and encouraging active participation in classroom discussions.

Moreover, modern technologies have become powerful tools for enhancing motivation in foreign language education. Online learning platforms, educational applications, and artificial intelligence technologies provide learners with additional opportunities to practice English and improve their language skills. These technologies

make the learning process more engaging and accessible.

Despite the benefits of motivation, some challenges still exist. Language anxiety, fear of making mistakes, and limited opportunities for communication may reduce students' motivation and negatively affect their performance. Therefore, educational institutions should develop strategies to address these challenges and create supportive learning environments.

In conclusion, motivation is one of the most essential factors in successful foreign language learning. It influences students' attitudes, behavior, and academic outcomes. Teachers, parents, and educational institutions should work together to strengthen learners' motivation and help them achieve their goals. By fostering both intrinsic and extrinsic motivation, educators can contribute to the development of confident, competent, and successful English language learners.

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