

TEACHER AS A FACTOR OF INCREASING MOTIVATION TO LEARN A FOREIGN LANGUAGE

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Annotation

The article examines the role of a teacher's extrinsic motivation in enhancing students' intrinsic motivation to learn a foreign language, as well as the selection of pedagogical approaches and strategies that foster positive motivation.

Keywords

Extrinsic motivation, educational motivation factors, reasons for increased and decreased motivation

Practical knowledge of a foreign language is a significant advantage for any professional. Nevertheless, despite this fact, students of non-language-related fields may not see the need to study the subject, assuming that they will not require a foreign language for their professional activities. Learning a foreign language presents a challenging task that requires effort to master. Experience has shown that students often view languages as a challenging and uninteresting subject. These are two aspects that teachers can address. The formation of interest in educational activities is dependent on the content and organization of the pedagogical environment in which students' learning takes place. However, the activities must be structured both pedagogically and psychologically to continuously evoke and sustain motivation, allowing students to experience and manage it. According to A.N. Leontiev, motivation is the "motor" of activity¹. Motivation, according to Harvard students, is a crucial factor in academic success. If a student chooses to study rather than sleep, they are more likely to achieve their goals and make their dreams come true. Students who lack motivation will not study effectively and may even struggle to remember information. Their lack of motivation can lead to passivity and disorganization. The best lessons, materials, and resources in the world cannot compensate for a lack of motivation. It is the teacher's ability to inspire and engage students that can spark their interest in learning and create a desire to work hard. A teacher's positive attitude towards students and recognition of their individual abilities can foster a sense of responsibility and initiative among students. On the other hand, a teacher's lack of expectations or low standards can stifle a student's potential for growth and development. According to psychological studies on motivation in learning a foreign language, the efforts of teachers (external motivation) should be directed towards developing students' intrinsic motivation, which stems from the activity itself and has the strongest motivational force.

Without students' personal motivation, the teacher will not be able to encourage them to learn the language.

The prerequisite for generating external motivation is creating a successful learning environment by the teacher. Students may be motivated by the enjoyment of the learning process, the desire to communicate with native speakers, or other factors. It is believed that these students are the most actively engaged in the classroom. It is essential that the teacher supports and encourages such

¹ Леонтьев А.Н. Психология и педагогика мышления.— М., Изд. «Совершенство», 1997.— 256 с.

students. Teachers must demonstrate to students that without knowledge of the foreign language, they will not be able to achieve success in their future careers and integrate into the socio-cultural environment.

The following components should be integrated in the teaching of foreign languages for non-linguistics students:

- The student and how they acquire foreign language knowledge, skills, and abilities, including the motivations that drive them to work.
- The teacher and their approach to teaching, guided by methodological principles and utilizing various methods, techniques, tools, and forms of instruction.
- The subject "foreign language" itself, which involves introducing language and speech units into the students' memory, and consequently, the content of educational motivation should be determined by several factors, such as²:
 - The educational system,
 - The educational institution,
 - The organization of the learning process,
 - The specifics of the academic subject,
 - Subjective characteristics of the teacher.

In order for a teacher to effectively enhance motivation, it is essential to consider that the theory of needs is intrinsically linked with the theory of motivation. A. Maslow, a renowned American psychologist, categorizes all needs into five main levels³:

On the first level, there are physiological needs.

On the second level, the need for safety is present. On the third level, the desire for love and belonging is felt.

On the fourth level, respect is required.

Finally, on the fifth level, self-actualization is the goal. Maslow's hierarchy of needs has been analyzed by R. Kegan, a professor of developmental psychology at Harvard. He has identified six stages of student development, but we will focus on only three: the zero, imperious, and interpersonal stages, as it is at these levels that the teacher plays a significant role. According to R. Kegan's theory⁴, at the initial stage, individuals' function at the level of sensory-motor reflexes.

Therefore, it is unlikely that students would remain at this stage for an extended period of time. However, it is during this stage that the teacher's personal qualities become a significant factor in external motivation. The personal characteristics of the teacher, their methodological expertise, familiarity with the field of study, awareness of the goals students set for themselves, social skills, openness, empathy, creativity in designing the learning process, emotional richness of classes, consistency in presenting material, monitoring system, and even physical appearance create prerequisites for enhanced motivation to learn a language. In addition, at this stage, students become acquainted with the teacher. It is more than simply remembering their names. Students should be aware that their teacher has an interest in them and cares about their success. When students feel valued, it creates a safe and supportive learning environment that motivates them to work. They want to receive recognition and encouragement from

² Хеккаузен Х. Мотивация и деятельности.— М: Просвещение, 2010

³ Маркова А.К. и др. Мотивация учения и её воспитание у школьников/ Орлов А.Б. Фридман Л.М.— М: Педагогика, 2003

⁴ Kegan R. The evolving self: Problem and process in human development. – Cambridge, Mass: Harvard University Press, 2012

someone who understands and respects their individuality⁵. At the second stage, which is known as the achievement stage, students are driven by the outcomes of their own efforts and the feedback they receive from their teachers. It is essential for teachers to provide support at this stage. Every student, regardless of their level of proficiency, should receive an evaluation of their performance.

This evaluation should not just be a numerical grade, but a detailed description of how the student has improved relative to their starting point. Often, students who have a strong foundation may achieve less than those who start from scratch. The teacher should employ techniques that ensure that the more advanced students do not become bored, while newcomers derive satisfaction from their efforts. At the third stage, students are motivated by a desire to enhance their credibility among colleagues and a need for recognition. The teacher can assist in strengthening the student's authority and boosting their self-esteem during this phase. Encouragement from a teacher can increase motivation for an extended period, provided that the student respects and seeks to emulate the teacher. Censure, in the hands of an effective educator, can also serve as a tool for boosting motivation. Some students may be motivated by personal factors such as the desire for evaluation, achievement (when students work for the purpose of receiving praise), self-validation, and well-being. The pleasure derived from receiving positive feedback on one's actions is the most significant driver of internally motivated behavior. Knowing well the specific needs of students and determining at what level a student is, the teacher has the ability to choose appropriate pedagogical methods that can ensure the successful development of a student and, according to the view of R. Kegan, the transition of a student from one stage to a higher one. As a result, intrinsic motivation is formed, which is essential for successful learning activities. Educational motivation holds a special place within the overall motivation structure.

The primary goal of motivating learning is to organize educational activities in such a way as to maximize the potential of each students' unique personality. Educational motivation is influenced by a range of specific factors⁶:

- The characteristics of the student (gender, self-esteem, level of intellectual development), the peculiarities of the teacher's approach to teaching, the organization of the educational process, and the specific nature of the academic subject (in this instance, a foreign language) should be taken into account when considering the phenomenon of motivation. With regard to motivation, it is important to address the reasons why motivation may decrease among students in non-linguistic fields when learning a foreign language. These reasons can be divided into two categories: those that are dependent on the teacher and those that are dependent on the student. Among the factors that are within the teachers' control, there are incorrect selection of teaching materials, which can lead to over- or under-loading of students, low proficiency in modern teaching techniques, difficulty in establishing relationships with students, failure to organize interactions between students, and lack of clarity in setting expectations. The reasons for the decline in motivation among students can be summarized as follows, depending on individual circumstances:

- A low level of prior knowledge - Poor memory - Lack of formation of motivations for educational activities, particularly methods of self-directed learning

⁵ Зайцева С.Е. Формирование мотивации изучения иностранного языка у студентов неязыковых специальностей, МИСиС, г. Москва, кафедра Русского и иностранных языков и литературы Национального исследовательского технологического университета

⁶ Kegan R. The evolving self: Problem and process in human development. – Cambridge, Mass: Harvard University Press, 2012

- Sometimes, unestablished relationships within the group Therefore, the primary goal of any language teacher should be to foster a positive attitude towards learning among students, enriching them with knowledge, enhancing their memory, teaching them effective techniques for self-learning, and promoting the development of teamwork skills.

In summary, the most significant objectives for a foreign language instructor in a non-language-based university are those that generate extrinsic motivation, i.e., motivation that is not dependent on the student's personal interest. The teacher, as a motivational factor, should be able to create success situations, provide rewards for successfully completed tasks, build students' confidence, promote awareness of failures, and help identify the causes of these failures. They should also bring to students' attention "authoritative requirements" in a timely manner, which means setting clear deadlines for tasks that are presented to students.

This leads to the development of students' personal responsibility, the implementation of mandatory knowledge control, organization of classroom competitions (both interpersonal and among subgroups), the use of emotional forms of presenting material, and stimulation of students' interest in language learning through the content, organization, and combination of activities in the learning process.

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