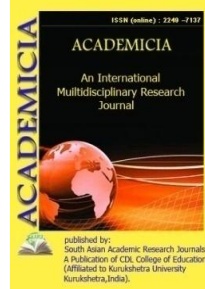




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INDIVIDUAL LEARNER DIFFERENCES: THE ROLE OF MOTIVATION IN TEACHING FOREIGN LANGUAGE

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ABSTRACT

The article examines role of motivation in teaching foreign language. Having effective methods are not enough to increase learners' acquisition. Different factors influenced by nature and formed by nurture. The following paper studies how motivation has impact on learners' foreign language acquisition, the relationship of motivation, cognition, and emotion, and analyzes the role of motivation in teaching foreign language.

KEYWORDS: *Motivation, Integrative motivation, Instrumental motivation, Cognition.*

INTRODUCTION

Teaching second language entails not only good methodological skills but also touches the factor individual differences of FL learners. Proficient teacher knows that FL learners vary regarding their learning styles. Some learners regardless of their age possess skills that help them acquire a language. For example, some learners are kinesthetic and show better results when they touch or see. Others are visual and remember a language when they see it. Nevertheless, the most important factor that pushes them to learn a language is Motivation.

Motivation in a second language acquisition is a tough object. Dornyei (1998) marked that there is a connection between motivation and success in second language learning. In fact, "... without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement" (Dornyei, 1998, p. 117).

What Is Motivation? Motivation Is Willingness Of Action Specifically In Behavior. These Days, The Word Motivation Is Widely Used Among Teachers And Learners. Foreign Language Teachers Struggle To Find Various Ways On How To Awake Or Increase Learners Motivation.

Gardner And Lambert (1972) Divided Motivation Into Two Types: Integrative And Instrumental.

Integrative Motivation Pushes Learners To Acquire Foreign Language In Order To Become A Part Of A Target Culture Or Community. In This Type Of Motivation, Learners Have Great Willingness To Behave And Resemble Like The Aimed Community.

In Case Of Instrumental Motivation, Individuals Find Incentive In Learning Foreign Language In Order To Get Benefits, Such As Working, Travelling, Or Studying Abroad. Not Regarding Its Type Both Can Lead To Success. However, The Domination Of One Of These Types Is Influenced By Social Factors. That Is, Individuals That Belong To Well-Off Society In Common Cases Have Integrative Motivation. Yet, Individuals That Belong To Subordinate Group Of Society Can Possess Instrumental Motivation.

Dornyei (1994) Noted That Instructors Should "Develop Learners' Instrumental Motivation By Discussing The Role L2 Plays In The World And Its Potential Both For Themselves And Their Community" (P.281).

The Complex Relationship Of Motivation, Cognition, And Emotion.

Cultivating Motivation Is Essential To A Language Learners And Their Success In Study. As It Was Mentioned Above, Motivation Is Something That Learners Form In Their Mind. Still, According To Dornyei (1998) There Is A Fundamental Issue With Conceptualizing Of Motivation As The Foundation Of Human Behavior. Motivation Is Abstract Term, It Is Untouchable, But Its Results Are Visible. Individuals Who Pushed By Integrative Motivation Commonly Feel Happiness And Emotionally Stable. They Have A Tendency Not To Give Up When Face With Problems. In Terms Of Teaching Integrative Motivated Learners, Teachers Do Not Have Difficulties And At The Same Time Feel Joy While Conducting The Lesson. Such Learners Do Not Hurry Language Acquisition Time, Instead They Fully Into Learning Society With Its Customs, Traditions, Culture, And So On. Individuals Who Pushed By Instrumental Motivation Are More Practical And Need Quick Results.

Motivation And Teaching

Both For Teachers And Students Will Be Big Issues If The Last Have Neither Integrative Nor Instrumental Motivation. Such Cases Appear At Schools, When Children Do Have Any Idea Why They Are Learning Foreign Language. Usually, Elementary School Teachers Do Not Know How To Teach Demotivated Pupils And Become Strict If A Particular Pupil Is Not Ready To The Lesson Or Distract Others. Schoolchildren Are Not Interested In Target Language Community Or Culture; They Do Not Have Particular Contacts With Job Prospects, Neither With Educational Institutions. According To Noel's Theory On Adaptation Of Self-Determination Theory Of Language Learning Theory

For Elementary School Children The Great Motivation Is Their Marks. If They Get An Excellent Mark From Language Lesson, They Are Happy, If Not They Are Sad. It Is Too Simple. However, Apprising Only With Marks Are Not An Effective Teaching Method. The Possible Solution In Such Situation Is Well Picked Coursebook. The Course-Book Should Contain Authentic Dialogues By Using Language In Elementary Level. Situational Dialogues Induce Young Learners To Them In Their Daily Life And Become Interested In A Language. Syllabus Should Be Developed Accordingly. The Course-Book Published By Cook (1983) Living With People Described England, Specifically Oxford And Showed Real Supermarkets, Hospitals, Trade Centers, Cafes, And So On. For Children It Is Good Chance To Practice Their Language Not Only In The Classroom But Out Of It, As Well. The Feeling Of Motivation Appear In Middle School Or In Higher Classes, When Pupils Have Already Set Their Goal Or Trying To Find Their Place In Society.

Dornyei And Otto (1998) Suggested A Framework For Motivational Strategies, Which Is Presented In The Form Of Process (See Figure 1). The Key Points In This Process-Oriented Structure Consist Of The Following:

Creating The Basic Motivational Conditions, That Is Developing A Good Scenario For The Effective Utilization Of Motivational Strategies;

Generating Student Motivation, Developing Students' Goal-Orientedness; Preactional Phase

Maintaining And Protecting Motivation, Creating Motivational Atmosphere And Maintaining It; Actional Phase

Encouraging Positive Self-Evaluation, Providing Motivative-Cosntructive Feedback; Postactional Phase

Creating Basic Motivational Conditions Are Fundamentals Of Successful Lesson. In This Phase, It Is Crucial For Teachers To Behave Appropriately And Consider Learner's Individual Characters. Classroom Environment Should Be Supportive And Positive. This Is Very Important Level; The Result Of The Lesson Will Be Depend On This Condition.

Generating Student Motivation If The Above-Mentioned Condition Directly Influenced By External Features, The Following Is Closely Related To Lesson Process. In A Perfect World, Leaners Are Eager To Learner A Language And Are Always Hurry To The Lesson, Regardless Their Age And Incentive. In Reality, It Is Far From That. School Administration Pays More Attention On Students' Attendance And "Lesson Papers".

In Conclusion, To Promote Motivation In The Foreign Language Classroom, Teachers Should Face With Some Motivational Strategies. To Carry Out The Classroom Participation, The First Thing The Teacher Should Do Is To Take Into Account The Students Attitudes And Interests. Moreover, Teacher Should Have A Good Relationship With The Students. It Is Obvious That Having A Good Relationship With The Students Is Also Essential To Keep Them Motivated For That Reason During Teaching Period Having A Positive Attitude And Positive Relationship With The Students Not Only Academically But Also Personally Providing Students Useful And Real Materials Dynamic Tasks And Suitable Learning Atmosphere Are Aspects That Can Be Used To Maximize Students Motivation In The Classroom.

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