



DOI: **10.5958/2249-7137.2021.01292.1**

## WHAT IS MOTIVATION AND ITS PECULIARITIES IN LEARNING A FOREIGN LANGUAGE

Rahimova Charos Odiljonovna\*

\*Student of UzSWLU,  
UZBEKISTAN

### ABSTRACT

*It is well known that learning motivation is a specific type of motivation that is incorporated into a particular activity - in this case the learning activity. Like any other type, learning motivation is determined by a number of factors specific to the activity included in it. Learning motivation, like any other type, is systemic and characterized by focus, sustainability, and dynamism. In this regard, it is necessary to highlight the signs of motivation. Here we have given a general idea of motivation and its specific features in the study of a foreign language.*

**KEYWORDS:** *Learning Motivation, Learning Activities, Foreign Language, Structure, Stability, Dynamism.*

### INTRODUCTION

Motivation is one of the main problems in Russian pedagogy. Its importance for the development of modern pedagogy is related to the analysis of the sources of human activity, the motivating forces of his activity, behavior. What motivates him to act, what is his purpose, what is the answer to the question of what he must do to make it happen, is the basis for interpreting it adequately. "When people communicate with each other ... then, first of all, the question arises as to the motives, the reasons that motivate them to have such contact with other people, as well as the goals they set before them with greater or lesser awareness. " In general, a motive is something that identifies, motivates, and motivates a person to any action that is included in an activity that is defined by that motive.

Thus, we can give a specific definition of motivation. Motivation is a complex, multi-level process of psychologically heterogeneous motivators, including needs, motives, interests, ideals, aspirations, views, feelings, norms, values, etc., that determine a person's behavior and activities. heterogeneous system, their structure.

O.S. According to Grebenyuk, the signs of motivation are its educational selectivity, reflects what attracts the learner to the learning activity and the dynamic characteristics of motivation. These characteristics of motivation are intensity (motivation of motives, level of overcoming difficulties, etc.), stability (level of desire to learn) and effectiveness of motives (implementation of the necessary motive in a given situation, making the right decision) ability to do). Characters that can judge the level of development of motivation.

Thus, learning motivation is a special type of motivation, characterized by a complex structure, one of its forms is the structure of internal (for process and result) and external (reward, avoidance) motivation. The features we have identified allow us to rationally assess the state of motivation, set goals for its improvement, measure changes in the development of motivation in the pedagogical process.

It should also be noted that the movement of external motivations of education by parents, teachers, class, society often responds to an individual's internal resistance. That is why the inner motivation of the student is a decisive factor in motivating learning.

Important aspects of motivation include its functions. First, it encourages behavior; secondly, it governs and regulates it, and thirdly, it gives it personal meaning and significance. Thus, the motivational functions are:

1. Incentives;
2. Manual;
3. Emotion formation;
4. Improving teaching effectiveness.

All of the above discusses the complexity of educational motivation as a psychological phenomenon. Moreover, the essence of learning motivation lies in the content of goals, needs, and motives, and in the nature of the connections and relationships between them. Motivation, which is understood as the source of activity and at the same time as a system of incentives for any activity, is studied in different ways, so this concept is interpreted differently by the authors. Researchers define motivation as a specific motive, as a unique system of motives, and as a specific field that includes needs, motives, goals, and interests in their complex interactions and interactions. The most complete is the definition proposed by one of the leading researchers of this problem - LI Bozhovich. According to LI Bozhovich, the objects, representations, ideas, feelings and experiences of the external world, in a word, everything that is needed can act as a motive. Such a definition of motive removes many of the contradictions in its interpretation, where energetic, dynamic, and meaningful aspects are combined. At the same time, we see that the concept of "motive" is already a concept of "motivation", which "works as a complex mechanism of correlation of external and internal factors of behavior by the individual, the emergence of specific forms of activity, determines the direction and methods of implementation".

The above facts prove the relevance of our study. Therefore, as M.A. Aryan points out, understanding the need to optimize the teaching of foreign languages leads to the idea that it is important to choose the best combination of teaching methods and techniques and apply them in the most effective situations.

Many studies are devoted to the problem of motivation formation (VG Aseev, Yu.K. Babansky, LIBozhovich, SM Bondarenko VK Vilyunas, LSVygotsky, IA Dzhidaryan, BI Dodonov, IA Zimnyaya, AN Leontiev, AA Leontiev, AK Markova , A. Maslow, SI Rubinstein, D B. Elkonin, PM Jacobson, etc.), emphasizes the role of positive motivation, which is one of the most important conditions for achieving good learning outcomes. However, it should be noted that there is little research on the problem of increasing motivation to study FL under the influence of the media.

Recently, for many students, the only motive for learning a foreign language was to get a good grade. But today, knowing a foreign language is becoming one of the mandatory components of professional activity and makes leisure time more complete and interesting. Therefore, more attention is paid to language learning. Managing the motivation to learn FL is one of the central challenges of teaching methodology. As an IL object, it has a number of unique features, one of which is the mastery of IL by teaching the ability to communicate in IL. Unfortunately, learning in FL is now largely artificial and educational in nature, due to the fact that there is no “natural need” for students to communicate in FL. In this regard, the teacher has the task of creating an environment for foreign language speech communication in the process of language teaching, as close as possible to the natural conditions.

There are several types of external motivation and internal motivation. External motivation, as a rule, directs the student to achieve the end result of a long, long study. The main type of internal motivation is communicative motivation. Students, regardless of age, formulate their needs unanimously as a clear communicative, i.e.: talking to a friend, an adult, reading to expand their worldview, with a professional purpose and pleasure, and a letter write However, despite such a clear desire of students to communicate, it is most difficult to maintain this motivation. The fact is that FL emerges as an artificial means of communication in the assimilation of the mother tongue atmosphere. Hence, the natural conditions used in teaching are essentially artificial. According to GV Rogova, interest in the process of learning a foreign language depends on internal motives arising from the activities of a foreign language.

Scholars studying the motives for mastering FL have identified a number of types of motivation that take into account the individual development of students.

1. External motivation, as a rule, is aimed at achieving the final result of students' learning;
2. Internal motivation has a strong motivating effect on the learning process. And for that, the teacher needs to build the learning process in such a way that at each stage, the students feel that they are moving towards the goal.

Analyzing the existing approaches to the concept of the essence of motivation, we came to the following conclusions:

1. Motivation is one of the main tools of personality development, a regulatory and a prerequisite for successful learning.
2. Important aspects of motivation include its functions:
  - ❖ incentives;
  - ❖ manual;

- ❖ semantic;
- ❖ stimulation of thought processes;
- ❖ improving teaching efficiency.

3. The essence of learning motivation lies in the content of goals, needs and motives, the nature of the connections and relationships between them.

4. There is cognitive motivation and communicative motivation in the study of FL. Communicative motivation plays a leading role in foreign language teaching.

5. We identified the following types of motivation:

- a) external motivation;
- b) internal motivation.

6. The main features of motivation are its orientation, stability, dynamism.

The theory of the combined effects of the effects of mass communications. According to this theory, people in modern society perceive media messages in the same way, i.e.. they have very similar reactions. In practice, this effect occurs under certain conditions and in relation to a specific audience. The aggressiveness of the audience (person) may increase when watching some programs.

Theory of Social Education (Albert Bandura and his colleagues). This approach has emerged in the gut of behavioral psychology. It is based on the claim that mastering a model of human behavior is imitated by the behavior of others. Depending on how they behave in a particular situation, a person imitates them and assimilates their own experiences. In this context, the media provides examples and becomes a source of learning. For a person to receive social education, the following is necessary:

- 1. the presence of an example;
- 2. memorize patterns of behavior;
- 3. understand actions;
- 4. motivation;
- 5. Implement a behavioral model.

Cultivation theory (gradual formation of a way of thinking) (George Gerbner and colleagues). The proliferation and repetition of the media (primarily television) over a long period of time will help their consumers to gradually change their perceptions of events, processes, and social reality. Such an effect on the audience helps to form (shape) certain positions, views in accordance with the information created on the TV screen.

Theory of socialization - (theory of social development). Through the long-term impact of the media on consumers, they become a source of knowledge about the world. Modern children often spend 2 to 4 hours watching TV, which makes it an important element of social development. With the help of television, they learn about the adult world, their behavior, and begin to play adult-specific social roles. Children and young viewers are helped to make the

greatest impact on the TV audience by using methods that focus on their psychology (elements of entertainment, competition, novelty, excitement, etc.). It is no coincidence that the positive and negative role of the media is more perceptible to children.

In summary, the study of a large number of literature on the problems of motivation formation, as well as diagnosing the level of motivation formation of students suggests that in modern conditions it is possible to teach a foreign language using the media and thus increase motivation to learn a foreign language allows us to conclude. proper use of the media to present you the process of language acquisition as an understanding of the culture of a living foreign language, individualize the learning process, acquaint adolescents with the cultural values of native speakers and, consequently, the skills of speech activity and allows him to develop his motivation. The complex solution of practical, educational, upbringing and developmental education problems is possible not only by influencing the minds of students, but also by penetrating their emotional realm. This helps to activate students' interest, increase their English rating compared to other subjects and, most importantly, increase students' language skills.

#### LIST OF USED LITERATURE

1. Ariyan, MA Taking into account the characteristics of the teacher's personality in optimizing the learning process [Text] / MA Ariyan // IYaSh. - 1988. - № 3. - P. 19 - 23.
2. Bozhovich, L. I. The problem of the development of the motivational sphere of the child: the study of the motivation of the behavior of children and adolescents [Text] / L. I. Bozhovich. - M.: Education, 1982. - 180s
3. Vereshchagina, IN Methods of teaching English in primary school [Text] / NI Vereshchagina, GV Rogova. - M.: Education, 1988. - 224 p.
4. Djidaryan, I. A. On the role of needs, feelings, and emotions in a person's motivation. Theoretical problems of personality psychology [Text] / I. A. Djidaryan. - M.: Education, 1984. - 211p.
5. Leont'ev, A. A. General methods of teaching foreign languages: the reader [Text] / A. A. Leontiev. - M.: Rus tili, 1991. - 360s.
6. Ksenzova, G. Yu. Perspective school technologies [Text] / G. Yu. Ksenzova. - M.: Akademiya, 2000. - 265p.
7. LV Mardakhaev Social pedagogy: textbook. - M.: Gardariki, 2005 - 269p.
8. Jacobson, P. M. Communication with people as a social and psychological problem [Text] / P. M. Jacobson. - M.: Education, 1983. - 142p.