

MOTIVATION AND ITS FACTORS IN FOREIGN LANGUAGE TEACHING

Najmiddinova M.M.¹, Turdiniyazova N.A.², Normamatova M.B.³

Scientific supervisor: Yusupova N.O.

Abstract:

Motivation is a crucial element in learning a foreign language, as it directly impacts students' engagement, persistence, and overall success. This article examines different types of motivation, key psychological theories, and the internal and external factors that influence learners' motivation. Additionally, it highlights effective teaching strategies that can enhance students' enthusiasm and commitment to language learning, ultimately leading to better outcomes.

Keywords: Motivation, foreign language learning, intrinsic motivation, extrinsic motivation, instrumental motivation, integrative motivation, amotivation, self-perception theory, ideal L2 self, ought-to L2 Self, L2 learning, experience, teacher's role, teaching strategies, classroom environment, social and cultural influences, technology in language learning, student engagement, language acquisition, educational psychology, second language acquisition.

Introduction

Acquiring a new language is a challenging process that requires sustained effort, discipline, and perseverance. Among the many factors influencing success in foreign language learning, motivation is one of the most significant. Learners with strong motivation are more likely to practice regularly, participate actively, and overcome obstacles.

Research in applied linguistics and educational psychology suggests that motivated learners take more initiative, seek additional learning opportunities, and are generally more successful in achieving fluency. Therefore, understanding the nature of motivation and how it can be enhanced is essential for effective language teaching. Integrative Motivation – When learners are driven by a genuine interest in the language and its culture, aiming to connect with native speakers or appreciate cultural aspects. Instrumental Motivation – When the primary goal of learning a language is practical, such as career advancement, academic success, or travel.

Intrinsic Motivation – When learners engage in language learning because they find it enjoyable and fulfilling. Amotivation – When learners lack motivation due to negative experiences or feelings of incompetence. Dörnyei introduced a model emphasizing the learner's self-perception: Ideal L2 Self – The vision of oneself as a proficient speaker, serving as motivation. Ought-to L2 Self – Motivation influenced by social expectations, such as parental pressure or job requirements. L2 Learning Experience – The impact of classroom dynamics, teacher approach, and learning environment on motivation. Several factors shape a learner's motivation, ranging from internal characteristics to external influences: Attitude Towards the Language – Positive perceptions of the language and culture enhance motivation. Self-Confidence – A learner's belief in their own abilities affects their motivation to persist. Learning Preferences – Some learners thrive in structured grammar lessons, while others prefer immersive and communicative approaches. Goal Orientation – Students with clear, realistic goals tend to be more motivated.

Teacher-Related Factors

Teaching Strategies – Interactive and student-centered approaches increase motivation. Teacher's Attitude – A supportive and enthusiastic teacher fosters a positive learning experience. Feedback and Encouragement – Timely and constructive feedback boosts learners' confidence and willingness to continue.

¹*Najmiddinova Muhayyo Muzaffar qizi, The English Language Faculty, specialized in Foreign Languages and Literature, the 4th year of students*

²*Turdiniyazova Niginabonu Azizjon qizi, The English Language Faculty, specialized in Foreign Languages and Literature, the 4th year of students*

³*Normamatova Mo'tabar Berdimurod qizi, The English Language Faculty, specialized in Foreign Languages and Literature, the 4th year of students*

Classroom Environment

Supportive Atmosphere – A stress-free and inclusive classroom increases student engagement. Peer Collaboration – Group activities and discussions help students stay motivated. Technology Integration – Using digital tools like language-learning apps enhances engagement.

Social and Cultural Influences

Parental and Peer Support – Encouragement from family and friends can sustain motivation. Economic and Educational Resources – Access to learning materials, internet, and native speakers influences motivation. Opportunities for Practice – Traveling abroad, cultural exchanges, and interacting with native speakers strengthen motivation. Strategies for Enhancing Motivation in Language Teaching To improve learners' motivation, teachers can adopt several practical strategies: Foster a non-judgmental classroom where students feel comfortable making mistakes. Encourage a culturally inclusive atmosphere that values diversity. Use a mix of instructional strategies such as storytelling, group discussions, and project-based learning. Focus on real-life applications of language skills to keep lessons relevant. Allow students to choose topics and activities that interest them. Encourage independent learning through research projects and self-study. Leveraging Technology and Multimedia Incorporate digital platforms like language-learning apps and virtual exchanges. Use gamified learning tools to make lessons more engaging.

Despite its importance, maintaining motivation throughout the learning journey can be difficult due to: Slow Progress – Learning a language takes time, and lack of immediate results can lead to frustration. Repetitive Learning Methods – A focus on grammar drills without interactive elements can reduce interest. Fear of Mistakes – Some students experience anxiety when speaking in a foreign language. Competing Priorities – Other academic or personal commitments may take precedence. Solutions to Overcome These Challenges Use personalized motivation strategies that align with individual student needs. Encourage learners to reflect on their progress and celebrate small achievements. Balance structured lessons with engaging and interactive activities.

Conclusion

Motivation is a key factor in the success of foreign language learning. By understanding the psychological principles behind motivation and recognizing the factors that influence it, educators can implement effective strategies to keep students engaged. A combination of supportive teaching practices, an encouraging classroom atmosphere, and opportunities for real-world language use can help sustain motivation and enhance learners' language acquisition journey.

References:

- [1]. Dörnyei, Z. (2005). *The Psychology of the Language Learner: Individual Differences in Second Language Acquisition*. Routledge.
- [2]. Gardner, R. C. (1985). *Social Psychology and Second Language Learning: The Role of Attitudes and Motivation*. Edward Arnold.
- [3]. Yusupova N. Some Modern Methods of Teaching English Vocabulary //Journal of Language Pedagogy and Innovative Applied Linguistics. – 2023. – T. 1. – №. 4. – C. 80-84.
- [4]. Ushioda, E. (2013). Motivation and ELT: Looking Ahead to the Future. *The Language Learning Journal*.
- [5]. Coursera (www.coursera.org) – Courses on language acquisition and motivation.
- [6]. Duolingo (www.duolingo.com) – Gamified language learning.
- [7]. Yusupova N. Some Modern Methods of Teaching English Vocabulary //Journal of Language Pedagogy and Innovative Applied Linguistics. – 2023. – T. 1. – №. 4. – C. 80-84.
- [8]. Anorqulov, S. (2020). Toponyms As An Object Of Linguistic Research. *Philology Matters*, 2020(1), 129-136.
- [9]. Bezramov K. M. Filologik Oliy Talim Muassasalarida Ikkinchi Chet Tili Boyicha O'qituvchilarning Kasbiy Kompetentsiyalarini Shakllantirish (Nemis Tili Misolida) //Иновацион В Педагогике И Психологии. – 2022. – Т. 5. – №. 5.
- [10]. Guljahon, M. (2024). A Cognitive Approach to the Study of Paremiology. *Miasto Przyszłości*, 55, 1045-1051