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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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THE ROLE OF IDENTITY, MOTIVATION, AND INVESTMENT IN TEACHING ENGLISH AT SCHOOL (EXPERIMENTAL STUDY)

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Abstract: This article examines the role of identity, motivation, and investment in teaching English at school and analyzes how these interconnected factors influence students' language learning outcomes. While traditional approaches to English language teaching have primarily focused on linguistic competence and instructional methods, contemporary research emphasizes the importance of social, psychological, and contextual dimensions of learning. In this regard, identity, motivation, and investment are considered central elements shaping learners' engagement, participation, and long-term achievement.

The study explores how learners' identities—formed through cultural background, social position, personal experiences, and future aspirations—affect their attitudes toward English. It argues that students are more likely to participate actively in classroom activities when they perceive English as supporting their personal and social identities. At the same time, the paper analyzes different types of motivation, including intrinsic and extrinsic motivation, and their impact on persistence, academic performance, and classroom interaction.

Furthermore, drawing on sociocultural theory and the concept of investment, the article highlights that learners commit to language learning when they expect meaningful symbolic or material returns, such as access to higher education, professional opportunities, global communication, and social mobility. Investment is presented as a dynamic and socially situated concept that connects motivation with power relations, identity negotiation, and future goals.

The article concludes that effective English teaching at school requires more than methodological competence; it requires an inclusive and supportive environment that acknowledges learners' identities, strengthens their motivation, and fosters meaningful investment in the learning process. By integrating these elements into classroom practice, teachers can enhance not only students' linguistic proficiency but also their confidence, agency, and long-term educational development.

Key words: Identity, motivation, investment, learners, teachers, teaching, SLA.

Annotatsiya: Ushbu maqolada maktabda ingliz tilini o'qitishda identifikatsiya (shaxsiy va ijtimoiy o'zlik), motivatsiya va investitsiyaning o'rni tahlil qilinadi hamda ushbu o'zaro bog'liq omillarning o'quvchilarning til o'rganish natijalariga ta'siri yoritiladi. An'anaviy ingliz tilini o'qitish yondashuvlari asosan lingvistik kompetensiya va metodik usullarga e'tibor qaratgan bo'lsa-da, zamonaviy tadqiqotlar ta'lim jarayonining ijtimoiy, psixologik va kontekstual jihatlarining ahamiyatini ta'kidlaydi. Shu nuqtayi nazardan, identifikatsiya, motivatsiya va investitsiya o'quvchilarning faolligi, ishtiroki hamda uzoq muddatli muvaffaqiyatini belgilovchi asosiy omillar sifatida ko'rib chiqiladi.

Tadqiqotda o'quvchilarning madaniy kelib chiqishi, ijtimoiy mavqei, shaxsiy tajribasi va kelajak rejalari asosida shakllangan identifikatsiyasi ularning ingliz tiliga bo'lgan munosabatiga qanday ta'sir ko'rsatishi tahlil qilinadi. Shuningdek, ichki va tashqi motivatsiya turlari hamda ularning qat'iyatlilik, akademik natijadorlik va sinfdagi muloqotga ta'siri yoritiladi.

Sotsiokultural nazariya va investitsiya konsepsiyasiga tayangan holda, maqolada o'quvchilar til o'rganishga ma'naviy yoki moddiy natija – masalan, oliy ta'limga kirish, kasbiy imkoniyatlar, global muloqot va ijtimoiy harakatchanlik – kutilganda faolroq jalb etilishi asoslab beriladi. Investitsiya motivatsiya, hokimiyat munosabatlari, identifikatsiya muzokarasi va kelajak maqsadlari bilan bog'liq dinamik hamda ijtimoiy shartlangan tushuncha sifatida talqin etiladi.

Xulosa sifatida ta'kidlanadiki, maktabda samarali ingliz tili ta'limi nafaqat metodik mahoratni, balki o'quvchilarning identifikatsiyasini e'tirof etuvchi, motivatsiyasini mustahkamlovchi va ta'lim jarayoniga ongli investitsiyani rag'batlantiruvchi qo'llab-quvvatlovchi muhitni talab etadi.

Kalit so'zlar: identifikatsiya, motivatsiya, investitsiya, o'quvchilar, o'qituvchilar, o'qitish jarayoni, SLA.



Аннотация: В данной статье рассматривается роль идентичности, мотивации и инвестиции в преподавании английского языка в школе, а также анализируется влияние этих взаимосвязанных факторов на результаты изучения языка учащимися. Если традиционные подходы к обучению английскому языку в основном фокусировались на формировании лингвистической компетенции и методических аспектах, то современные исследования подчеркивают значимость социальных, психологических и контекстуальных факторов обучения. В этом контексте идентичность, мотивация и инвестиция рассматриваются как ключевые элементы, определяющие вовлеченность учащихся, их активность и долгосрочные достижения.

В исследовании анализируется, каким образом идентичность учащихся, сформированная под влиянием культурного происхождения, социального положения, личного опыта и жизненных целей, влияет на их отношение к английскому языку. Особое внимание уделяется внутренней и внешней мотивации и их воздействию на академическую успеваемость, настойчивость и взаимодействие в классе.

Опираясь на социокультурную теорию и концепцию инвестиции, автор подчеркивает, что учащиеся активно вовлекаются в процесс изучения языка, когда ожидают значимых символических или материальных результатов – таких как доступ к высшему образованию, профессиональные возможности, глобальная коммуникация и социальная мобильность. Инвестиция рассматривается как динамическое и социально обусловленное понятие, связывающее мотивацию с отношениями власти, формированием идентичности и будущими целями.

В заключение отмечается, что эффективное преподавание английского языка в школе требует не только методической компетентности, но и создания инклюзивной и поддерживающей образовательной среды, учитывающей идентичность учащихся, усиливающей их мотивацию и формирующей осознанную инвестицию в процесс обучения.

Ключевые слова: идентичность, мотивация, инвестиция, учащиеся, учителя, обучение, SLA.

INTRODUCTION

In recent decades, teaching English at school has evolved beyond grammar instruction and vocabulary acquisition toward a more comprehensive understanding of the learner as a social and psychological individual. Contemporary educational research emphasizes that successful English language learning is determined not only by cognitive ability, teaching methods, or curriculum design, but also by a range of interconnected personal and social factors. Among these, identity, motivation, and investment play a central role. These elements shape how students perceive themselves, how they engage with the language, and how much effort they are willing to devote to mastering it.

Identity plays a significant role in language learning because language functions not merely as a tool of communication but also as an expression of self. Students bring their cultural backgrounds, personal experiences, social positions, and future aspirations into the classroom environment. In the process of learning English, they may navigate between their native identity and the emerging linguistic identity associated with English-speaking communities. When students perceive English as enriching and supporting their personal or social identities, they are more likely to participate actively, confidently, and enthusiastically in classroom activities. With appropriate guidance and encouragement, even potential concerns about cultural differences can become opportunities for intercultural growth and broader self-awareness.

Closely related to identity is motivation, which refers to the internal and external forces that encourage learners to study English. Motivation may be intrinsic—driven by interest, curiosity, and personal satisfaction—or extrinsic—stimulated by examinations, career opportunities, or social recognition. In school settings, motivated students typically demonstrate persistence, curiosity, and resilience when facing linguistic challenges. At the same time, motivation is dynamic rather than fixed; it develops in response to classroom climate, teacher support, peer interaction, and wider social influences. A supportive and inclusive educational environment can significantly strengthen students' motivational orientation.

The concept of investment, introduced in sociolinguistic theory, expands the understanding of motivation by incorporating its social dimension. Investment suggests that learners engage in language study not solely because they are motivated, but because they anticipate meaningful symbolic or material returns—such as improved career prospects, enhanced social mobility, access to global knowledge, or participation in international communities. When students recognize that learning English can broaden their opportunities and empower their future identities, they are more inclined to invest time, effort, and emotional commitment in the learning process.

Therefore, understanding the roles of identity, motivation, and investment in teaching English at school is essential for the creation of inclusive, supportive, and effective learning environments. By acknowledging the interdependence of these factors, teachers can design pedagogical strategies that enhance not only linguistic competence but also students' confidence, agency, and long-term personal and social development.

RESEARCH METHODOLOGY

This study employed a qualitative case study design to explore the roles of identity, motivation, and investment in second language acquisition among school learners. The research focused on two 16-year-old intermediate-level students from different sociocultural backgrounds. Purposeful sampling was used to select participants in order to highlight contrasting learning environments and identity formations.

Participant A comes from an urban, Russian-speaking family with strong parental support and regular exposure to digital English-language media. Participant B comes from an Uzbek-speaking family with a military background and experienced early education in a rural context with limited technological access. Data were collected through classroom observation, informal interviews, and analysis of learners' academic achievements and language engagement practices.

The comparative analysis method was applied to examine how family background, access to resources, personal aspirations, and social environment influenced the learners' identity construction, motivational patterns, and long-term investment in English learning. This approach allowed for an in-depth understanding of the dynamic relationship between sociocultural context and language development. Конец формы

RESEARCH METHODOLOGY

Student A, Maksim, is a 16-year-old male student at the intermediate level of English proficiency. He lives in the city center and comes from a Russian-speaking family. His first language is Russian. Maksim is the only child in his family. His father works as a laborer and occasionally travels abroad to support the family financially, while his mother is an English teacher at a local school. His parents place strong emphasis on education and have consistently supported his academic development. From an early age, he attended additional English classes, as his parents aspire for him to pursue higher education abroad.

During childhood, Maksim spent much of his free time playing outdoors with peers. He is described as tall, energetic, and socially active. Academically, he initially found subjects such as mathematics, science, and chemistry challenging; therefore, his parents encouraged him to focus more on language learning, where he demonstrated greater interest and potential.

Maksim frequently engages with English through digital media. He enjoys playing computer games and watching videos, cartoons, and films in English, which has contributed positively to his listening comprehension and spoken fluency. He demonstrates strong receptive skills and quickly understands new vocabulary introduced during lessons. He is confident in answering questions and actively participates in classroom discussions due to his extroverted personality.

At times, his high energy level may lead to distraction; however, this also reflects his sociable and enthusiastic character. Growing up in an urban environment, he has had access to qualified English teachers and educational support. During his early school years, his parents closely supervised his homework, ensuring academic discipline and responsibility.

Maksim prefers listening to English music rather than reading books, which indicates his inclination toward auditory learning styles. He maintains healthy daily habits, including eating homemade meals. His grandparents have also contributed to his upbringing by sharing stories, fostering imagination and cultural awareness. In the future, Maksim aspires to become an IT programmer, and he recognizes English as an essential tool for achieving this goal.

Student B, Lola, is also a 16-year-old intermediate-level student. Her first language is Uzbek, and she comes from an Uzbek family with a military background. Due to her father's profession, the family previously lived in rural areas before relocating to the capital city.

Lola's early exposure to English learning was primarily classroom-based. She studied through textbooks and teacher explanations, with limited access to the internet or digital learning resources such as YouTube. The rural environment in which she grew up was calm and less crowded than the city, which contributed to a focused and disciplined learning atmosphere.

She is naturally introverted and thoughtful. Although she may initially find it challenging to express her opinions orally, she demonstrates strong reading and writing skills. When concepts are clearly explained, she is able to complete academic tasks successfully and independently. From a young age, she developed self-reliance, as her parents were often occupied with professional responsibilities. This independence strengthened her problem-solving skills and sense of responsibility.

Lola is the eldest child in her family and has two younger siblings. After school, she often helps care for them and sometimes assists them with their studies. Her interest in English was influenced by her admiration for her English teacher, whom she sought to emulate. At the age of 14-years-old, with her parents' support, she began attending additional English classes to further improve her proficiency.



Currently, Lola studies in a school in the capital city, where her father is stationed for work. She remains highly motivated and aspires to become an English teacher in the future. Her consistent effort, intrinsic motivation, and strong sense of responsibility contribute positively to her academic progress and personal development.

ANALYSIS AND RESULTS

Maksim's identity as a second language learner (SLA) is strongly shaped by his family background, social environment, and access to educational resources. As the only child in his family, he has consistently received considerable parental attention and academic support. Although he studied in a public school, he attended additional English classes almost daily. His mother, an English teacher, and his father, who lived in the United States as an immigrant on several occasions, significantly influenced his linguistic development. While his father was abroad, Maksim communicated with him in English via WhatsApp, which provided authentic language practice.

Maksim actively engaged with English-language media. He watched films, played computer games, and followed foreign singers and bloggers in English. He often imitated their pronunciation, speech patterns, and singing style through shadowing techniques. He also created and managed his own Telegram channel, demonstrating confidence in digital communication. His preference for Western fashion and media reflects an emerging global identity shaped by transnational cultural influences.

According to Krashen's Input Hypothesis (1981), language acquisition improves when learners are exposed to comprehensible input. Maksim's frequent interaction with multimodal digital content aligns with this principle. Norton (2011) also emphasizes that digital environments contribute positively to language learning by expanding learners' access to authentic linguistic resources. In this respect, Maksim's digital engagement has supported his fluency and communicative competence.

At times, like many urban adolescents, he showed a strong interest in electronic devices; however, this engagement functioned primarily as a tool for language exposure rather than a distraction. His parents encouraged him to think critically and express his ideas freely, which strengthened his communicative confidence. His long-term goal of becoming an IT programmer further reinforces his commitment to English, as proficiency in English is essential in the field of information technology. Additionally, the urban social environment in which he lives values English proficiency, which further shapes his learner identity.

Lola's identity as a second language learner differs significantly from Maksim's, reflecting her cultural and educational background. She comes from an Uzbek family with a military background, and due to her father's professional responsibilities, she frequently changed schools and places of residence. These transitions, while challenging, strengthened her adaptability and resilience.

Naturally introverted and reflective, Lola initially found oral communication more demanding; however, she demonstrated strong grammatical knowledge and accuracy. Unlike Maksim, her early English learning experience relied primarily on textbooks and teacher explanations rather than digital technologies. This traditional approach allowed her to develop a solid foundation in grammar and structured language use.

Growing up in a rural environment, she had limited exposure to English-language media. Most foreign films were broadcast in Uzbek translation. Nevertheless, during the New Year season, she regularly watched the film *Home Alone*, which inspired her curiosity about American culture and urban life. The contrast between rural and urban lifestyles stimulated her imagination and motivated her to aspire to broader opportunities. Rather than perceiving limited access to technology as a disadvantage, she transformed it into a source of disciplined study habits and intrinsic motivation.

After relocating to the capital city, Lola's exposure to English expanded significantly. She began listening to podcasts, attending additional English classes, and actively participating in academic activities. Currently in the 10th grade, she has already obtained an IELTS certificate, demonstrating her academic achievement and dedication. Urban social dynamics and increased educational opportunities further strengthened her SLA identity.

Although Maksim and Lola have developed different linguistic identities shaped by distinct sociocultural contexts, both share a clear academic orientation and future aspirations. Despite occasional personal, financial, or health-related challenges, they have demonstrated perseverance and goal commitment. Their acquisition of international certification reflects sustained effort and long-term investment in language learning.

Motivation in second language acquisition arises from both internal and external sources. Dörnyei (1998–1999) emphasizes that learners may be motivated by intrinsic interest in the learning process as well as by external incentives such as academic achievement or social recognition.

Maksim demonstrates both intrinsic and extrinsic motivation. Intrinsically, he enjoys watching English films and YouTube content and exploring digital media in English. Extrinsically, he receives strong parental support and recognition from peers due to his high level of fluency. His reputation as a proficient English speaker among classmates reinforces his self-confidence. According to Dörnyei's goal-setting theory (1999), learners

who perceive their goals as attainable and meaningful are more likely to sustain effort. Maksim's confidence and clear professional aspirations have enabled him to obtain international certifications such as IELTS and SAT, which provide opportunities for university admission without entrance examinations.

Lola's motivation also reflects both internal and external dimensions. From an early age, she admired and respected her English teacher, whose encouragement and praise strengthened her affiliative motivation. As Cook and Schmidt (1991) suggest, teachers' behavior and identity significantly influence learners' motivational orientation. Lola's intrinsic interest in English, combined with positive teacher feedback, supported her academic persistence. After moving to the capital city, increased exposure to competitive academic standards and peer recognition further enhanced her motivation.

In conclusion, both learners demonstrate a dynamic interaction between identity, motivation, and investment in SLA. Although their sociocultural backgrounds differ, both have developed strong internal aspirations and external support systems that contribute to their linguistic achievement and long-term educational development.

The Role of Investment in Teaching Schoolchildren

The concept of investment plays a central role in understanding how schoolchildren engage in the learning process, particularly in language education. Unlike traditional approaches that focus primarily on motivation as an individual psychological construct, investment emphasizes the social, cultural, and future-oriented dimensions of learning (Norton, 1995; Norton, 2013). It explains why learners commit time, effort, and emotional energy to their studies and what symbolic or material returns they expect in exchange.

Investment is closely connected to the understanding that learners are not merely students but social beings with evolving identities, aspirations, and ambitions (Norton, 2013). When schoolchildren invest in learning a foreign language such as English, they do so because they believe it will provide valuable resources in the future. These resources may include access to higher education, career advancement, social mobility, international communication, and participation in global culture and information exchange (Bourdieu, 1991; Darvin & Norton, 2015).

Within the school context, investment is shaped by multiple interrelated factors. First, students are more likely to invest in learning when they perceive a meaningful connection between classroom activities and their personal goals. Research on language learning motivation demonstrates that learners' visions of their future selves significantly influence their level of engagement (Dörnyei, 2009). When English is presented as a practical tool for real-world communication, academic achievement, and global participation, it becomes more relevant and valuable to learners.

Second, the classroom environment significantly affects learners' investment. Supportive teachers, inclusive pedagogical practices, and respectful peer relationships create a safe atmosphere in which students feel comfortable expressing themselves (Ushioda, 2011). When learners experience recognition and validation of their identities, their willingness to participate and invest increases.

Investment is also closely related to issues of identity and power. Some schoolchildren may experience differences in socioeconomic background, language proficiency, or cultural identity. According to Norton (2013), classroom power relations influence learners' opportunities to speak and participate. When teachers intentionally create equitable and inclusive learning spaces, students are more likely to perceive themselves as legitimate and competent participants in the educational process.

Importantly, investment is dynamic rather than static. A learner's engagement may evolve over time depending on social context, access to resources, and personal development (Darvin & Norton, 2015). Therefore, educators should strive to make learning meaningful, empowering, and aligned with students' long-term aspirations. Understanding investment as a socially situated and future-oriented commitment enables teachers to design strategies that enhance not only academic achievement but also learners' broader personal and professional growth.

Investment can be distinguished from motivation in that motivation primarily addresses psychological energy, including conscious and unconscious processes, whereas investment highlights sociological dimensions such as life experience, historical background, and social practices (Norton, 1993).

Maksim demonstrates a culturally confident and socially engaged learner identity. Growing up in a Russian-speaking family that encouraged independence from an early age, he developed strong self-expression skills. As the only child, he received substantial parental support and guidance, which positively influenced his educational trajectory. Learning English has contributed not only to his academic success but also to his personal development.

Despite occasional academic challenges, Maksim consistently demonstrates perseverance and goal orientation. Currently, he manages a Telegram channel with more than 100,000 subscribers, where he shares authentic materials and engaging English-language content for young learners. He is also active on social



media platforms such as Instagram and Facebook. His digital presence, language proficiency, and creative engagement with online communities have enabled him to develop entrepreneurial skills and generate income. His investment in English learning is therefore closely linked to social capital, digital literacy, and future professional aspirations.

In contrast, Lola's investment reflects a different but equally powerful trajectory. Naturally reflective and reserved, she initially found oral communication demanding; however, she demonstrated strong discipline and determination in her language studies. While living in a rural area, she dedicated significant effort to mastering grammar and vocabulary through textbooks and structured practice. This solid linguistic foundation later facilitated rapid progress when she moved to the capital city and gained access to broader educational opportunities.

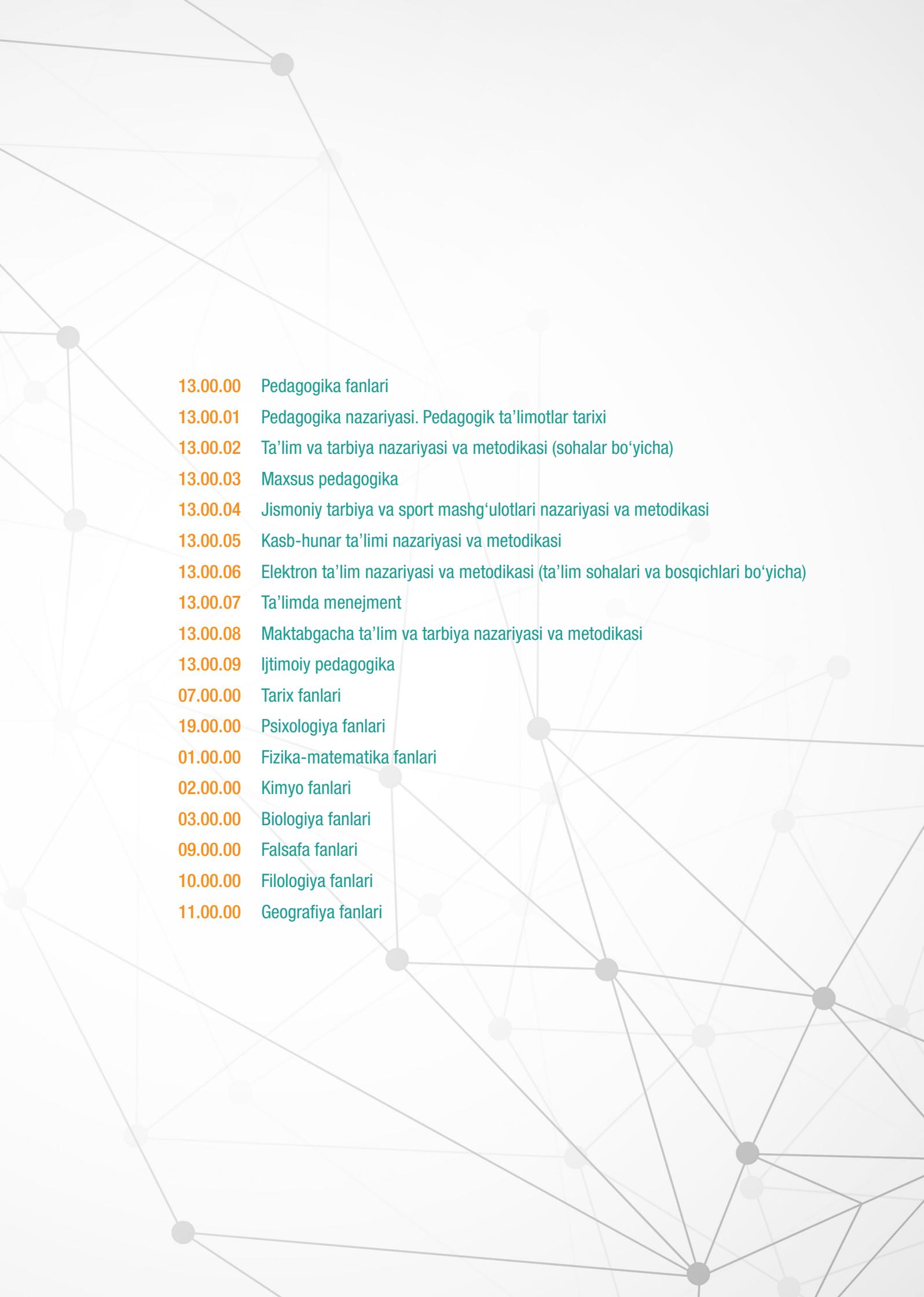
CONCLUSION AND RECOMMENDATIONS

Self-confidence is widely recognized as an important factor in language achievement (Dörnyei & Ottó, 1998). Although Lola was initially reserved, her strong academic competence gradually strengthened her confidence. Today, she speaks English with both accuracy and fluency, earning recognition among her peers. Moreover, she teaches beginner and elementary-level schoolchildren at home, applying her own instructional strategies and generating income through teaching.

In summary, both Maksim and Lola illustrate how investment operates differently depending on social background, personality, and access to resources. While Maksim's investment is closely linked to digital engagement and global orientation, Lola's investment is rooted in disciplined study, teacher influence, and long-term aspiration. Despite their differing identities and contexts, both learners demonstrate how sustained investment in second language acquisition leads to academic success, social recognition, and emerging professional opportunities.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



MAKTABGACHA VA MAKTAB TA'LIMI

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