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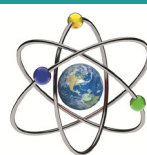
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- 13.00.00 Pedagogika fanlari
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- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
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THE ROLE OF MOTIVATION IN LEARNING ENGLISH

Kamoldinova Mushtariybonu Azizbek qizi

Namangan davlat universiteti

Filologiya va tillarni o'qitish (ingliz tili) 1-kurs talabasi

Abstract: This article examines the significant role of motivation in learning English as a foreign language. Motivation is considered one of the key factors that influence students' success, language achievement, and long-term commitment to learning. The article discusses the two main types of motivation: intrinsic motivation, which comes from personal interest and enjoyment, and extrinsic motivation, which is driven by external goals such as academic success, employment opportunities, and social recognition. It also explains how motivation affects the development of the four essential language skills: listening, speaking, reading, and writing. Furthermore, the article highlights the importance of teachers in creating a positive and engaging learning environment through interactive teaching methods, meaningful classroom activities, and constructive feedback. It emphasizes that supportive teachers, clear learning objectives, and modern educational technologies can significantly increase students' confidence and willingness to participate in language learning. The article also addresses common challenges that reduce motivation, including fear of making mistakes, lack of practice opportunities, and learning anxiety, while suggesting practical strategies to overcome these barriers. Overall, the study concludes that maintaining high levels of motivation is essential for successful English language acquisition and that both educators and learners share responsibility for creating conditions that encourage continuous learning, personal growth, effective communication, and lifelong language development.

Key words: motivation, English language learning, intrinsic motivation, extrinsic motivation, language acquisition, speaking skills, learner engagement, classroom environment, English education, teaching strategies.

Annotatsiya: Ushbu maqolada ingliz tilini chet tili sifatida o'rganishda motivatsiyaning muhim o'rni yoritilgan. Motivatsiya talabalarning o'qishdagi muvaffaqiyati, tilni egallash darajasi hamda ta'lim jarayoniga uzoq muddatli qiziqishini belgilovchi asosiy omillardan biri sifatida qaraladi. Maqolada motivatsiyaning ikki asosiy turi – shaxsiy qiziqish va o'rganish jarayonidan zavqlanishga asoslangan ichki motivatsiya hamda akademik muvaffaqiyat, ish bilan ta'minlanish imkoniyatlari va ijtimoiy e'tirof kabi tashqi maqsadlarga bog'liq tashqi motivatsiya tahlil qilingan. Shuningdek, motivatsiyaning tinglab tushunish, gapirish, o'qish va yozish kabi to'rtta asosiy til ko'nikmasini rivojlantirishga ta'siri izohlangan.

Bundan tashqari, maqolada o'qituvchilarning interfaol o'qitish usullari, mazmunli sinf mashg'ulotlari va konstruktiv fikr-mulohazalar orqali ijobiy hamda qiziqarli ta'lim muhitini yaratishdagi o'rni alohida ta'kidlangan. Qo'llab-quvvatlovchi o'qituvchi, aniq belgilangan ta'lim maqsadlari va zamonaviy ta'lim texnologiyalari talabalarning o'ziga bo'lgan ishonchini hamda til o'rganish jarayonida faol ishtirok etish istagini sezilarli darajada oshirishi qayd etilgan.

Shuningdek, maqolada motivatsiyani pasaytiruvchi omillar, jumladan, xato qilishdan qo'rqish, amaliyot imkoniyatlari-ning yetarli emasligi va o'qish bilan bog'liq xavotirlar tahlil qilinib, ularni bartaraf etishning amaliy usullari tavsiya etilgan. Umuman olganda, tadqiqot ingliz tilini muvaffaqiyatli o'zlashtirish uchun yuqori darajadagi motivatsiyani saqlab qolish muhim ekanligini hamda uzluksiz ta'lim, shaxsiy rivojlanish, samarali muloqot va umr davomida til o'rganishni qo'llab-quvvatlaydigan sharoitlarni yaratishda o'qituvchilar va o'quvchilar birdek mas'ul ekanligini xulosa qiladi.

Kalit so'zlar: motivatsiya, ingliz tilini o'rganish, ichki motivatsiya, tashqi motivatsiya, tilni o'zlashtirish, nutq ko'nikmalari, o'quvchilarning faolligi, ta'lim muhiti, ingliz tili ta'limi, o'qitish strategiyalari.



Аннотация: В данной статье рассматривается важная роль мотивации в изучении английского языка как иностранного. Мотивация считается одним из ключевых факторов, влияющих на успешность обучения студентов, уровень владения языком и их долгосрочную заинтересованность в процессе обучения. В статье обсуждаются два основных вида мотивации: внутренняя мотивация, основанная на личном интересе и удовольствии от обучения, и внешняя мотивация, обусловленная такими внешними целями, как академические достижения, возмездные трудоустройства и общественное признание. Также объясняется, как мотивация влияет на развитие четырёх основных языковых навыков: аудирования, говорения, чтения и письма.

Кроме того, подчёркивается важная роль преподавателя в создании позитивной и увлекательной образовательной среды с помощью интерактивных методов обучения, содержательных учебных заданий и конструктивной обратной связи. Особое внимание уделяется тому, что поддержка со стороны преподавателя, чётко сформулированные цели обучения и современные образовательные технологии способны значительно повысить уверенность студентов в своих силах и их готовность активно участвовать в процессе изучения языка.

В статье также рассматриваются основные факторы, снижающие мотивацию, включая страх совершить ошибку, недостаток возможностей для языковой практики и тревожность, связанную с обучением, а также предлагаются практические способы преодоления этих препятствий. В целом исследование приходит к выводу, что поддержание высокого уровня мотивации является необходимым условием успешного овладения английским языком и что как преподаватели, так и обучающиеся несут общую ответственность за создание условий, способствующих непрерывному обучению, личностному развитию, эффективной коммуникации и изучению языка на протяжении всей жизни.

Ключевые слова: мотивация, изучение английского языка, внутренняя мотивация, внешняя мотивация, овладение языком, навыки говорения, вовлечённость обучающихся, образовательная среда, обучение английскому языку, стратегии преподавания.

INTRODUCTION

English has become one of the most important international languages in the modern world. It is widely used in education, science, business, technology, tourism, and international communication. As globalization continues to connect people from different cultures and countries, the ability to communicate effectively in English has become an essential skill for academic achievement and professional success. Consequently, millions of students around the world devote considerable time and effort to learning English as a foreign or second language. However, despite the availability of modern teaching methods, digital resources, and educational technologies, not all learners achieve the same level of proficiency. Among the many factors that influence language learning, motivation is widely recognized as one of the most significant determinants of success.

Motivation refers to the internal and external forces that encourage individuals to begin learning, continue practicing, and persist despite challenges. It affects learners' attitudes, behaviors, confidence, and willingness to communicate in the target language. Students with strong motivation are generally more active in classroom activities, more willing to practice outside the classroom, and more determined to overcome difficulties encountered during the learning process. In contrast, learners with low motivation often lose interest, participate less frequently, and may eventually abandon their language-learning goals.

Researchers in the field of language education have consistently emphasized the relationship between motivation and successful language acquisition. Motivation influences not only the amount of time learners spend studying but also the quality of their learning experiences. Motivated students tend to use effective learning strategies, seek additional opportunities to practice English, and develop greater confidence in their language abilities. They are also more likely to engage in authentic communication through reading books, watching English-language films, listening to podcasts, participating in online discussions, and interacting with native or proficient speakers.¹

There are different forms of motivation that contribute to language learning. Intrinsic motivation arises from personal interest, curiosity, and enjoyment of learning itself. Students who are intrinsically motivated learn English because they appreciate the language, enjoy discovering new cultures, or find satisfaction in improving their communication skills. Extrinsic motivation, on the other hand, is influenced by external rewards or expectations, such as obtaining high examination scores, earning scholarships, securing better employment opportunities, or meeting graduation requirements. While both forms of motivation can positively influence learning outcomes, research suggests that combining intrinsic and extrinsic motivation often leads to greater persistence and long-term success.

The role of teachers is equally important in developing and maintaining learners' motivation. Effective teachers create supportive classroom environments where students feel respected, encouraged, and confident

¹ Deci, E. L., & Ryan, R. M. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior*. New York: Plenum Press; Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press.



enough to express themselves without fear of making mistakes. Interactive teaching methods, collaborative learning activities, educational technologies, games, role-playing exercises, and constructive feedback can significantly increase students' interest and engagement. Furthermore, setting realistic learning objectives and recognizing students' progress help strengthen their self-confidence and sustain their motivation throughout the learning process.

Despite its importance, maintaining motivation remains a challenge for many English learners. Factors such as language anxiety, limited opportunities for real-life communication, lack of confidence, repetitive teaching methods, and insufficient support may reduce learners' enthusiasm over time. Therefore, understanding the nature of motivation and identifying effective strategies to strengthen it have become essential concerns for educators, curriculum designers, and researchers.

This article explores the role of motivation in learning English by examining its different types, its influence on language acquisition, the factors that affect learners' motivation, and the practical strategies teachers can use to create motivating learning environments. It also highlights the importance of continuous encouragement, learner-centered instruction, and meaningful communication in helping students achieve long-term success in English language learning.

LITERATURE REVIEW ON THE TOPIC

Motivation has long been recognized as one of the most influential factors in second and foreign language learning. Numerous researchers have investigated how motivation affects learners' performance, persistence, and overall language achievement. Early studies emphasized that successful language learning depends not only on intellectual ability but also on learners' willingness to invest time and effort in acquiring the target language.

One of the most influential contributions to motivation research was made by Gardner (1985), who introduced the Socio-Educational Model of Second Language Acquisition. According to Gardner, motivation consists of learners' desire to learn the language, their positive attitudes toward the learning process, and the effort they invest in achieving their goals. He also distinguished between integrative motivation, which reflects learners' interest in interacting with members of the target language community, and instrumental motivation, which is driven by practical objectives such as employment, education, or career advancement. Gardner argued that both types of motivation positively influence language achievement, although their relative importance may vary depending on the learning context.

Another important theoretical perspective was proposed by Deci and Ryan (1985) through Self-Determination Theory (SDT). Their theory distinguishes between intrinsic motivation, which originates from personal interest and enjoyment, and extrinsic motivation, which is influenced by external rewards or obligations. According to SDT, learners who experience greater autonomy, competence, and social support are more likely to develop intrinsic motivation, leading to stronger engagement and higher academic performance.

Research by Dörnyei (2001) further expanded motivation theory by introducing the L2 Motivational Self System. This framework emphasizes learners' future self-image as successful English speakers. Dörnyei argues that when learners can clearly imagine themselves communicating effectively in English, they become more motivated to achieve that vision through continuous practice and learning. His work also highlights the importance of teachers in maintaining students' motivation through positive classroom environments and meaningful learning experiences.

Recent studies have shown that technological innovations, online learning platforms, educational games, social media, and multimedia resources can significantly increase learners' motivation. Interactive activities encourage active participation, reduce learning anxiety, and create authentic opportunities for language practice. Researchers also emphasize that collaborative learning, project-based instruction, and communicative teaching approaches contribute to higher levels of learner engagement and confidence.

RESEARCH METHODOLOGY

This study employs a qualitative descriptive research design to examine the role of motivation in English language learning. The research is based primarily on a comprehensive review of academic literature, including scholarly books, peer-reviewed journal articles, conference proceedings, and educational reports related to motivation and second language acquisition.

The data were collected through document analysis from reliable academic sources published in the fields of applied linguistics, educational psychology, and English language teaching. The selected publications focus on theories of motivation, learner engagement, classroom practices, and effective teaching strategies that influence English language learning.



The collected information was analyzed using descriptive and comparative methods. Key theories proposed by Gardner, Deci and Ryan, Dörnyei, and other prominent researchers were examined to identify common concepts and differences in their approaches to learner motivation. The analysis also explored practical teaching strategies that have been reported to improve students' motivation and language achievement.

The study follows a systematic process consisting of literature selection, thematic classification, comparative analysis, and interpretation of findings. Special attention was given to identifying the relationship between motivation and the development of English language skills, including listening, speaking, reading, and writing.

The findings of this research are expected to provide useful insights for English language teachers, curriculum developers, and students by highlighting effective motivational strategies that can enhance language learning outcomes and promote long-term learner success.

ANALYSIS AND RESULTS

The analysis of the reviewed literature demonstrates that motivation is one of the strongest predictors of success in English language learning. Learners with high levels of motivation consistently show greater persistence, stronger engagement, and better academic performance than those with lower motivation. The findings indicate that motivated students participate more actively in classroom discussions, complete learning tasks more effectively, and seek additional opportunities to practice English outside the classroom. These behaviors contribute to the continuous development of listening, speaking, reading, and writing skills.

The literature also reveals that both intrinsic and extrinsic motivation play important roles in language acquisition. Intrinsically motivated learners generally demonstrate greater independence and long-term commitment because they learn English out of personal interest and enjoyment. In contrast, extrinsically motivated learners are encouraged by external goals such as passing examinations, obtaining scholarships, or improving career prospects. The analysis suggests that combining both forms of motivation produces the most effective learning outcomes, as external goals provide direction while internal interest sustains long-term effort.

Another significant finding concerns the influence of teachers on students' motivation. The reviewed studies consistently emphasize that teachers who create supportive and interactive learning environments positively affect learners' confidence and willingness to communicate. Teaching methods such as communicative language teaching, collaborative learning, project-based activities, role-playing, and technology-assisted instruction increase classroom participation and reduce language anxiety. Positive feedback, realistic learning objectives, and continuous encouragement further strengthen learners' motivation and self-confidence.

The findings also indicate that modern educational technologies contribute significantly to motivation. Digital learning platforms, language learning applications, online videos, podcasts, interactive quizzes, and virtual communication with English speakers provide authentic learning experiences that increase students' interest and engagement. These resources allow learners to practice English independently and receive immediate feedback, making the learning process more flexible and enjoyable.

Despite these positive findings, several challenges continue to reduce learners' motivation. Fear of making mistakes, limited opportunities for authentic communication, lack of self-confidence, and repetitive teaching methods often discourage students from actively using English. Therefore, teachers should adopt learner-centered approaches that encourage active participation, create a safe classroom atmosphere, and provide meaningful communication opportunities.

CONCLUSIONS AND SUGGESTIONS

Motivation is a fundamental factor in successful English language learning. It influences learners' willingness to study, their persistence in overcoming challenges, and their overall language achievement. The literature reviewed in this study demonstrates that motivated students perform better academically, participate more actively in learning activities, and develop stronger communication skills than less motivated learners.

Both intrinsic and extrinsic motivation contribute significantly to language acquisition. While intrinsic motivation encourages lifelong learning through personal interest and satisfaction, extrinsic motivation provides practical incentives that help learners achieve specific academic and professional goals. A balanced combination of these motivational factors creates the most effective learning environment.

The study also highlights the essential role of teachers in fostering motivation. Supportive classroom environments, interactive teaching methods, constructive feedback, and meaningful communication activities help students maintain confidence and enthusiasm throughout the learning process. Furthermore, integrating modern educational technologies into English instruction increases learner engagement and provides valuable opportunities for independent practice.

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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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