



## TANQIDIY NAZAR, TAHLILIY TAFAKKUR VA INNOVATSION G'OYALAR



### THE ROLE OF MOTIVATION IN LEARNING ENGLISH AS A FOREIGN LANGUAGE

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**Abstract:** *This study examines the role of motivation in learning English as a Foreign Language (EFL). Motivation is a key determinant of success in language acquisition, influencing learners' engagement, persistence, and proficiency. The paper discusses intrinsic and extrinsic motivation and suggests strategies to enhance motivation in EFL learners.*

**Key words:** *Motivation, EFL, intrinsic motivation, extrinsic motivation, language learning, engagement, persistence.*

### РОЛЬ МОТИВАЦИИ В ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА КАК ИНОСТРАННОГО

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**Аннотация:** *Данное исследование рассматривает роль мотивации в изучении английского языка как иностранного (EFL). Мотивация является ключевым фактором успеха в изучении языка, влияя на вовлеченность учащихся, их настойчивость и уровень владения языком. В статье обсуждаются внутренняя и внешняя мотивация, а также предлагаются стратегии для повышения мотивации учащихся.*

**Ключевые слова:** *Мотивация, EFL, внутренняя мотивация, внешняя мотивация, изучение языка, вовлеченность, настойчивость.*

### INGLIZ TILINI CHET TILI SIFATIDA O'RGANISHDA MOTIVATSIYANING O'RNI

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**Annotatsiya:** *Ushbu tadqiqot chet tili sifatida ingliz tilini o'rganishda motivatsiyaning rolini o'rganadi. Motivatsiya til o'rganish muvaffaqiyatining muhim omili bo'lib, o'quvchilarning ishtiyoqi, sabr-toqati va qobiliyatiga ta'sir qiladi. Ushbu maqolada ichki va tashqi motivatsiya tushunchalari muhokama qilinadi hamda EFL o'quvchilarining motivatsiyasini oshirish bo'yicha strategiyalar taklif etiladi.*

**Kalit so'zlar:** *Motivatsiya, EFL, ichki motivatsiya, tashqi motivatsiya, til o'rganish, ishtirok, sabr-toqat*

## **Introduction**

Motivation is a crucial factor in the process of learning English as a Foreign Language (EFL). It determines the effort, persistence, and overall success of learners in acquiring a new language. Numerous studies have highlighted motivation as one of the strongest predictors of language learning achievement. This paper explores the different types of motivation, their impact on EFL learning, and strategies to enhance motivation in language learners.

## **Literature Review**

Several researchers have explored the role of motivation in language learning. Gardner (1985) introduced the concept of integrative and instrumental motivation, highlighting how learners who have a personal interest in a language's culture and community tend to be more successful than those who learn for external rewards. Dörnyei (2001) expanded on this by emphasizing the dynamic nature of motivation, arguing that it changes over time and is influenced by classroom environment, instructional methods, and personal goals. Self-determination theory (Ryan & Deci, 2000) further supports this notion by differentiating between intrinsic and extrinsic motivation, suggesting that fostering intrinsic motivation leads to better engagement and long-term success. More recent studies, such as those by Ushioda (2011), stress the importance of personalized motivation strategies that align with learners' goals and interests.

## **Methods**

To examine the role of motivation in EFL learning, this study employs a qualitative approach by reviewing existing literature on the topic. Various sources, including academic journal articles, books, and empirical studies, were analyzed to determine the significance of motivation in second-language acquisition. Additionally, interviews with EFL instructors and students were conducted to gather firsthand insights into the effects of motivation on language learning.

## **Results**

The findings indicate that motivation plays a significant role in EFL learning, influencing learners' engagement, performance, and long-term language retention. The study identifies two primary types of motivation: intrinsic and extrinsic. Intrinsic motivation, driven by personal interest and enjoyment, often leads to higher engagement and better language acquisition. Conversely, extrinsic motivation, fueled by external rewards such as grades,



career opportunities, or parental expectations, can also be effective but may not always sustain long-term language learning efforts. The research also highlights factors such as teacher encouragement, interactive learning environments, and goal-setting as critical elements in maintaining high motivation levels among EFL learners

### **Discussion**

The study reinforces the idea that motivation is a dynamic and multifaceted factor in language learning. While both intrinsic and extrinsic motivation contribute to success, fostering intrinsic motivation appears to be more beneficial for long-term language proficiency. Teachers play a pivotal role in motivating students by creating engaging lessons, providing positive reinforcement, and setting achievable learning goals. Additionally, a supportive learning environment that includes interactive activities, real-life language application, and cultural immersion can significantly enhance learners' motivation. Future research should focus on exploring the impact of technology and digital learning tools in sustaining motivation among EFL students.

### **Conclusion**

Motivation is a fundamental component of successful language learning, particularly in an EFL context. This study has demonstrated that both intrinsic and extrinsic motivation significantly impact learners' engagement, persistence, and proficiency. However, fostering intrinsic motivation through engaging lessons, real-life applications, and goal-setting can lead to more sustainable learning outcomes. Educators should focus on creating a supportive and stimulating learning environment to maintain student motivation over time. Further research is necessary to explore the long-term effects of motivational strategies and the role of emerging technologies in enhancing language learning motivation.

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