



INFLUENCE OF EXTERNAL AND INTERNAL MOTIVATION
ON LEARNING ENGLISH

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Abstract *This article analyzes the influence of external and internal motivation on the process of learning English. The study shows that internal motivation plays an important role in students' deeper and independent language acquisition, while external motivation is effective in temporarily stimulating activity and results. The article presents pedagogical recommendations for improving the effectiveness of language learning by combining two forms of motivation. The results confirm the need to combine internal and external motivation to make the learning process interesting and effective.*

Keywords: *motivation, internal motivation, external motivation, English language learning, language teaching, pedagogy, student activity, language learning effectiveness*

INTRODUCTION

English is one of the most widespread languages in the world and is an important tool for achieving success in education, work, and social spheres. The success of students in the process of learning English largely depends on their motivation to learn the language. Motivation is an internal or external motivation of a person to carry out a certain activity, which is the main factor that motivates students in the learning process. In particular, in language learning, internal motivation is associated with a person's interest, desire for knowledge, or desire for self-development, while external motivation is formed by factors such as external rewards, assessments, or social acceptance. In recent years, language teachers and researchers have been paying special attention to the role of motivation in the effectiveness of education, deeply studying the influence of internal and external motivation on the educational process. In this regard, it is important to determine the role of various forms of motivation in learning English and to develop more effective teaching methods for students by combining them. This article analyzes the influence of external and internal motivation on English language learning, explores their interrelationship and role in the language learning process. Effective pedagogical approaches and methods for increasing motivation are also discussed.





MAIN PART

There are many studies on motivation and its role in the process of language learning. The Self-Determination Theory, developed by Deci and Ryan (1985), deeply illuminates the differences between internal and external motivation and their impact on learning. According to this theory, internal motivation motivates the student with personal interest and the desire for self-development, while external motivation is based on external factors such as reward, assessment, or social pressure. This theory allows language teachers to more effectively manage students' motivation. Gardner (1985) pays special attention to the social and psychological factors of motivation in language learning, defining motivation as a "positive attitude towards the language being studied". Her research showed that internal motivation helps students learn the language more deeply, while external motivation is more effective in achieving short-term results. These ideas emphasize the need to consider internal and external motivation as complementary factors in the process of language learning.

In international scientific sources (Dörnei, 1994; Ushioda, 2011) emphasizes the dynamic nature of motivation, which can change during the learning process, as well as differ depending on the needs and goals of language learners. These theories demonstrate the need for a deep analysis of the forms of motivation in teaching English and their adaptation to the pedagogical process. Research conducted in the conditions of Uzbekistan (Akbarova, 2019; Usmonova, 2021) also confirms the influence of motivation on students' interest in language learning and their results. They especially emphasize the possibility of increasing the effectiveness of the language learning process by increasing internal motivation. It is also important that external incentive tools temporarily motivate students, but in the long term demonstrate the importance of internal motivation.

Motivation is an important psychological factor in language learning, which has a significant impact on the activities and results of students. The existence of two main forms of motivation in learning English - internal and external - has been confirmed in many studies. Internal motivation is associated with the student's own interest, personal aspiration, and satisfaction from language acquisition. For example, a student's desire to learn English for personal development, to learn new cultures, or to travel abroad is an example of internal motivation. When internal motivation is strong, students strive to learn more independently, master the language more deeply, and try to apply new knowledge to life. External motivation, on the other hand, is associated with external incentive factors for involving students in the learning process, such as receiving good grades, rewards from parents or teachers, recognition, or increasing job opportunities. For example, a student's desire to win a prize in class or receive a scholarship to achieve good results is an example of external motivation. External motivation can yield high results in the short term, but it should be considered as an element that contributes to the formation of internal motivation in the long-term learning process.





The combination of internal and external motivation in the process of language learning is of great importance in pedagogical approaches. Studies show that knowledge can only temporarily increase as a result of activating students based on external stimuli, but it is necessary to develop internal motivation for deep and solid language acquisition. For example, interactive games that arouse students' interest in lessons, tasks based on real-life situations, and the possibilities of practical language use will be an effective tool for increasing their internal motivation. Also, the high motivation of students depends on their learning methods and personal characteristics. Some students are inclined to work independently, while others prefer active participation in the group. Therefore, it is important for teachers to identify sources of motivation and apply an individual approach to each student. For example, if a teacher introduces a system of incentive assessments for students for external motivation, then for internal motivation, it is necessary to choose topics and types of activities that correspond to their interests.

Studies conducted in educational institutions of Uzbekistan also confirm the influence of motivation on student success. For example, in Usmanova's (2021) study, it was found that when students have strong internal motivation, they tend to express their thoughts fluently in English, to try more to learn new words independently. On the other hand, with the help of external motivation, many students can be temporarily active, but this method does not fully form the ability of students to think independently and deeply master the language. Therefore, in the process of language teaching, teachers should develop effective pedagogical strategies by combining both types of motivation. For example, helping students set their goals and achieve them, regularly encouraging their successes, and organizing lessons in an interesting and interactive way serve to increase motivation. This, in turn, makes it possible to achieve stable results in learning English.

CONCLUSION

In this article, the influence of external and internal motivation on the process of learning English was analyzed. The research results showed that internal motivation plays an important role in students' deeper and independent language acquisition, as it stimulates language learning through personal interest and inner aspiration. At the same time, external motivation is effective as a means of temporary activation of students and additional motivation in achieving the goal, especially in the form of grades, awards, and social recognition. However, to achieve long-term and stable results in language learning, it is necessary to combine internal and external motivation. In the pedagogical process, it is important to use effective approaches that strengthen motivation, taking into account the individual needs and interests of students. Such approaches make the language learning process not only effective, but also interesting and satisfying for students.





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