

EFFECTIVE WAYS TO INCREASE MOTIVATION IN FOREIGN LANGUAGE
LEARNING

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Abstrakt. *This article analyzes the importance of motivation in the process of learning a foreign language, its types, and effective methods for increasing students' interest in language learning. This study examined the relationship between persistence (i.e., persistence of interest/CI and persistence of action/PE), emotions (i.e., enjoyment of the foreign language/FLE and boredom of the foreign language/FLB), and motivation (i.e., intrinsic motivation/IM and extrinsic motivation/EM) among university students learning English as a foreign language (EFL). A total of 79 students from Kokand State University voluntarily participated in this study. Data were collected through a questionnaire designed to measure students' commitment, feelings, and motivation to learn EFL. During the study, internal and external factors of motivation were studied, and strategies for increasing motivation were developed based on modern pedagogical approaches. The results show that interactive methods, digital technologies, and an individual approach significantly increase students' engagement in language learning.*

Keywords: *digital learning, consistency of interest; extrinsic motivation; Boredom from a foreign language; Enjoyment of a foreign language; courage; intrinsic motivation; persistence of action, interactive methods*

Annotatsiya. *Ushbu maqolada chet tilini o'rganish jarayonida motivatsiyaning ahamiyati, uning turlari hamda o'quvchilarning til o'rganishga bo'lgan qiziqishini oshirishning samarali usullari tahlil qilinadi. Ushbu tadqiqot ingliz tilini chet tili sifatida (EFL) o'rganayotgan universitet talabalari orasida qat'iyatlilik (ya'ni, qiziqishning izchilligi/CI va harakatning qat'iyatliligi/PE), his-tuyg'ular (ya'ni, chet tilidan zavqlanish/FLE va chet tilidan zerikish/FLB) va motivatsiya (ya'ni, ichki motivatsiya/IM va tashqi motivatsiya/EM) o'rtasidagi o'zaro bog'liqlikni o'rganib chiqdi. Ushbu tadqiqotda Qo'qon davlat universitetidan jami 79 nafar talabalar ixtiyoriy ravishda ishtirok etishdi. Ma'lumotlar talabalarlarning EFL o'rganishga bo'lgan qat'iyati, his-tuyg'ulari va motivatsiyasini o'lchash uchun mo'ljallangan so'rovnoma orqali to'plandi. Tadqiqot davomida motivatsiyaning ichki va tashqi omillari o'rganilib, zamonaviy pedagogik yondashuvlar asosida motivatsiyani kuchaytirish strategiyalari ishlab chiqilgan. Natijalar shuni ko'rsatadiki, interaktiv metodlar, raqamli texnologiyalar va individual yondashuv o'quvchilarning til o'rganishdagi faolligini sezilarli darajada oshiradi.*

Kalit so'zlar: *raqamli ta'lim, qiziqishning izchilligi; tashqi motivatsiya; Chet tilidan zerikish; Chet tilidan zavqlanish; jasorat; ichki motivatsiya; harakatning qat'iyatliligi, interaktiv metodlar*

Аннотация. В данной статье анализируется важность мотивации в процессе изучения иностранного языка, ее типы и эффективные методы повышения интереса студентов к изучению языка. В исследовании изучалась взаимосвязь между настойчивостью (т.е., настойчивостью интереса/CI и настойчивостью действия/PE), эмоциями (т.е., удовольствием от изучения иностранного языка/FLE и скукой от изучения иностранного языка/FLB) и мотивацией (т.е., внутренней мотивацией/IM и внешней мотивацией/EM) среди студентов университетов, изучающих английский язык как иностранный (EFL). В исследовании добровольно приняли участие 79 студентов Кокандского государственного университета. Данные были собраны с помощью анкеты, разработанной для измерения приверженности, чувств и мотивации студентов к изучению английского языка как иностранного. В ходе исследования были изучены внутренние и внешние факторы мотивации, а также разработаны стратегии повышения мотивации на основе современных педагогических подходов. Результаты показывают, что интерактивные методы, цифровые технологии и индивидуальный подход значительно повышают вовлеченность студентов в изучение языка.

Ключевые слова: цифровое обучение, устойчивость интереса; внешняя мотивация; скука от изучения иностранного языка; удовольствие от изучения иностранного языка; смелость; внутренняя мотивация; настойчивость действий; интерактивные методы.

*Noqobil o'qituvchi haqiqatni shunchaki
aytadi-qo'yadi, yaxshisi esa uni topishga o'rgatadi»*

A.F.Disterveg —nemis pedagogi

Introduction. In second/foreign language (L2) learning, motivation is a dynamic construct reflecting learners' willingness to engage with the language and the efforts they are prepared to invest in the language learning process [1]. The concept of motivation is multifaceted, encompassing various factors that drive individuals to learn a new language. According to Ryan and Deci [2], learning motivation consists of intrinsic motivation (IM) and extrinsic motivation (EM). The former refers to engaging in an activity for its inherent satisfaction or personal reward, while the latter involves activity performance for obtaining external rewards or achieving a specific outcome. The positive relationship between students' learning motivation and learning outcomes has been consistently demonstrated in a wide range of studies (e.g., [3,4,5]).

Discussion and results. In addition to motivation, persistence has recently emerged as a key indicator of learning success [6]. Closely related to motivation, persistence is defined as an individual's determination and sustained effort to achieve long-term goals. It is hypothesized that individuals with higher levels of persistence will have stronger motivation to learn due to their commitment to goals and resilience in overcoming difficulties [7]. For

example, a study by Csizér et al. [8] of 331 students found that L2 English learners with higher levels of persistence were associated with higher levels of motivational behavior.

However, motivation and determination alone are not enough for learning success, as learning is a complex and emotionally charged process. Emotions have been shown to play an important role in shaping students' motivation and ability to overcome challenges [2 , 9]. For example, foreign language enjoyment (FL), characterized by positive affect and satisfaction derived from language learning activities, enhances motivation to learn by making the process more rewarding and less arduous. Conversely, foreign language boredom (FLB), resulting from lack of engagement or meaninglessness of tasks, reduces motivation to learn and hinders the learning process. According to the expansion and construction theory, positive emotions expand individuals' thought-action repertoires and create permanent personal resources, while negative emotions narrow thought-action repertoires and reduce available resources[10]. These changes in cognitive scope and resource reserves further shape individuals' motivational tendencies. [10]

Although existing research has examined the relationship between motivation, persistence, and emotions in L2 learning, the complex interplay between the subscales of these core constructs has been underexplored.

Motivation is a set of internal and external factors that encourage a person to engage in a certain activity, to initiate it, continue it, and achieve its goal. Motive is the internal force that drives a person. The biggest problem in learning a foreign language is unclear goals and actions. For example: Although the dream of learning English is alive in the hearts of many, this process, which is often initiated with great enthusiasm at the initial stage, slows down or stops completely as students age due to a decrease in motivation, lack of patience, or lack of clear goals. It is divided into two main types:

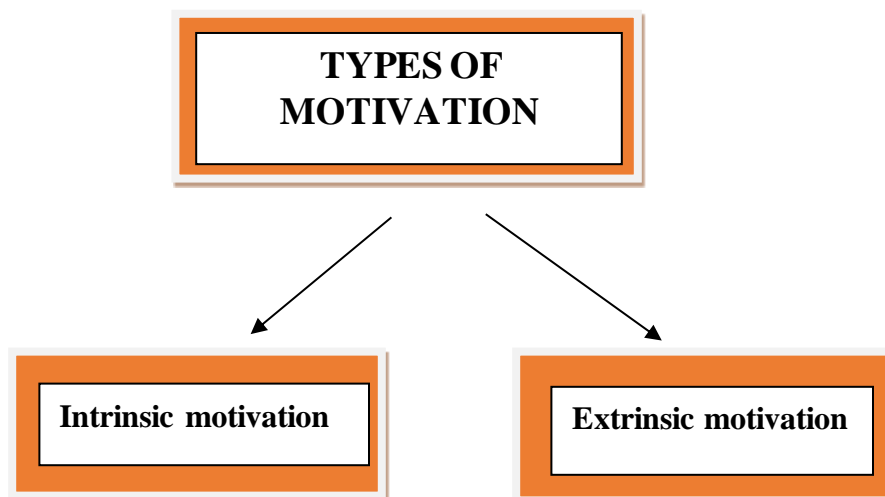


Figure 1

Intrinsic motivation is related to the learner's personal interest, desire for self-development. Extrinsic motivation is formed on the basis of rewards, grades, social incentives or obligations. Intrinsic motivation is recognized in scientific literature as more stable and effective in language learning.

The main reason for this is that learning a language requires regular work, consistency, and internal motivation. If a learner does not set a clear and achievable goal, expects results quickly, or gives up when faced with difficulties, their initial dream will gradually fade. Therefore, in learning English, not only desire, but also properly organized motivation, that is, internal interest, determination and regular work on oneself, are of great importance. It is these factors that are the main force that turns a dream into a real result.

Today, the learning process is transformed into a game through language learning applications (e.g., Duolingo, Quizlet, etc.). Today, the language learning process is undergoing a significant transformation, moving from traditional methods to interactive and digital approaches. In particular, the gamification of the learning process through applications such as Duolingo and Quizlet is recognized as one of the important trends in modern education.

Gamification is an approach to increasing student motivation by introducing game elements (scoring points, levels, rewards, ratings) into the learning process. These applications encourage users to engage regularly through short and interesting tasks, daily goals, and streak systems. As a result, the learning process becomes an enjoyable activity rather than a mandatory task.

For example, Duolingo guides users through a step-by-step process of learning a language and gives them virtual rewards for each success. This triggers a dopamine-based reward system, increasing intrinsic motivation to learn. Quizlet reinforces knowledge through flashcards, tests, and games.

This method:

- increases interest
- develops independent learning
- forms a habit of daily exercise

Practical observations show that in groups where interactive and technological approaches were used, students' interest in and participation in language learning was higher than in traditional methods. In particular, strategies aimed at developing intrinsic motivation give long-term results. Ensuring the quality of education is reflected in the organization of the educational process and its compliance with established quality criteria, along with the level of professional training of graduates [1]

Also, seeing students' progress increases their self-motivation, which builds independent learning skills.

In conclusion, in the modern education system, increasing students' motivation and involving them in the active learning process requires a multifactorial and comprehensive approach. Along with traditional teaching methods, the use of interactive methods - role-

playing games, debates, group work - serves as an important tool in transforming the student from a passive listener into an active, independent thinker. Such methods not only increase the level of knowledge of students, but also develop their social activity, communication culture, and critical thinking skills. At the same time, the introduction of digital technologies into the educational process has brought the effectiveness of learning to a new level.

In particular, through applications such as Duolingo and Quizlet, students have the opportunity to independently consolidate their knowledge, repeat and monitor their results. This, in turn, forms a sense of responsibility in the student and strengthens their self-management and development competencies. An individual approach is also crucial in increasing motivation. An educational process organized taking into account the interests, needs and abilities of each student increases his internal motivation.

In particular, setting specific, measurable, and achievable goals allows students to track their own progress. This process leads to the development of self-assessment and reflection skills. In addition, creating a supportive psychological environment, positive feedback, and an encouraging approach from the teacher strengthen students' self-confidence.

A student who feels valued and supported is more likely to participate in the learning process and be more open to learning new things. Also, using real-life materials in education—films, songs, articles, and real-life situations—will increase student interest. This approach will demonstrate the practical relevance of the knowledge being learned and connect it to life. As a result, students will begin to acquire knowledge not only at a theoretical level, but also in a practical way.

In general, the combination of interactive methods, digital technologies, an individual approach, clear goals and a positive psychological environment are the main factors in increasing student motivation. The consistent and systematic use of these elements serves to increase educational effectiveness, comprehensively develop students and shape them as mature individuals meeting the requirements of modern society.

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