

THE ROLE OF THE TEACHER IN DEVELOPING MOTIVATION TO
LEARN ENGLISH

Scientific advisor: Eldorbek Erkin o'g'li Khamitov

A senior lecturer, Chirchik state pedagogical university

e-mail: khamitoveldorbek@gmail.com

Muslyumova Sevilya Ilimdarovna

Student of Chirchik State Pedagogical University

Department of English Language and Theory

e-mail: sevilichka2805@gmail.com

+998772052815

Abstract. *Global changes across all spheres of human activity, particularly in the context of the modernization of modern society and the educational system, necessitate the constant improvement of teachers' activities and professional qualities. Special attention is paid to the professional work of foreign language teachers due to the expansion and development of international relations and changes in the economic sphere. In order to update the concept of foreign language education, there is an increasing focus on reorganizing the educational process and implementing new methodological ideas.*

It is the teacher's skill and creative approach to organizing the foreign language learning process that contribute to achieving the main goals of language education in schools — the development of communicative competence, the cultivation of interest and motivation for learning, the broadening of students' horizons, and the overall development of a student's personality who aspires to participate in intercultural communication in a foreign language and who is capable of self-improvement in the future.

The role of the teacher lies not only in the transmission of language knowledge and the development of students' foreign language skills, but also in creating a positive psychological environment in the classroom — an atmosphere that promotes the student's creative development and fosters their personal and reflective engagement in the learning process.

Keywords. *teacher's role, foreign language education, communicative competence, motivation, creative teaching, intercultural communication, psychological climate, language learning, student development, modern education system.*

Аннотация. Глобальные изменения в современном обществе и системе образования требуют постоянного совершенствования профессиональной деятельности учителя, особенно преподавателя иностранных языков. Расширение международных связей и развитие экономических процессов способствуют повышенному вниманию к методике преподавания английского языка. Важную роль играет не только знание предмета, но и творческий подход педагога к процессу обучения. Именно учитель формирует у учеников мотивацию к изучению английского языка, способствует развитию коммуникативной компетенции, расширению кругозора и личностному росту. Учитель также ответственен за создание положительного психологического климата, необходимого для успешного овладения иностранным языком и самореализации учащихся.

Ключевые слова. роль учителя, мотивация, обучение английскому языку, коммуникативная компетенция, творческий подход, межкультурное общение, развитие учащихся, методика преподавания, школьное образование, иноязычное образование.

Annotatsiya. Zamonaviy jamiyat va ta'lim tizimidagi global o'zgarishlar ingliz tili o'qituvchilarining kasbiy faoliyatini doimiy takomillashtirishni talab qiladi. Xalqaro aloqalarning kengayishi va iqtisodiy sohadagi o'zgarishlar chet tilini o'qitish metodikasiga e'tiborning oshishiga olib kelmoqda. Ingliz tili o'qituvchisining nafaqat til bo'yicha bilimga ega bo'lishi, balki ijodiy yondashuvi ham muhim ahamiyat kasb etadi. O'qituvchi o'quvchilarda chet tilini o'rganishga bo'lgan motivatsiyani shakllantiradi, kommunikativ kompetensiyani rivojlantiradi, dunyoqarashni kengaytiradi va shaxsiy rivojlanishga yordam beradi. Shuningdek, u darsda qulay psixologik muhit yaratib, o'quvchilarning ijodiy o'sishi va o'zini anglash jarayoniga ko'maklashadi.

Kalit so'zlar. o'qituvchining roli, motivatsiya, ingliz tilini o'qitish, kommunikativ kompetensiya, ijodiy yondashuv, madaniyatlararo muloqot, o'quvchilar rivoji, ta'lim metodikasi, maktab ta'limi, chet tili ta'limi.

Introduction

Learning activity is driven by a variety of motives, and the combination of these driving forces is commonly referred to as motivation. In the context of teaching foreign languages, understanding the crucial role of motivation is essential for teachers. It is especially important for them to focus on the strategies and techniques for fostering and maintaining motivation among students.

Motivation is closely connected to personal needs and is characterized by three key traits: direction, stability, and dynamism. Its nature can also be influenced by individual temperament, which determines how students respond to different learning situations.

One of the most powerful motivational drivers is interest. For a foreign language teacher, nurturing and sustaining students' interest is critical, as it transforms the learning process into an engaging and successful experience. Even small academic achievements can significantly enhance motivation and contribute to overall learning success.

Cognitive interest, in particular, is considered a highly effective tool that enables educators to make language learning more appealing. When students are genuinely curious and engaged, their learning becomes active and productive. Their cognitive processes are stimulated, their mental agility increases, and they begin to think more independently—actively making guesses, drawing conclusions, and seeking new knowledge.

However, traditional tasks such as translations, retellings, and answering questions about a text—if overused—can suppress natural interest and hinder the development of genuine cognitive motivation. Instead of stimulating learning, such tasks may become anti-stimuli, reducing student enthusiasm and engagement.

True, lasting motivation is often the result of success—especially when students take pride and satisfaction in their accomplishments. This success fosters a desire to aim higher and dedicate more effort to mastering the subject.

The overall motivation of both teachers and students is also deeply influenced by the social-psychological climate within the teaching staff and student groups. A friendly and respectful atmosphere helps fulfill the fundamental human need for recognition, which, in turn, strengthens commitment to the learning process and promotes long-term motivation.

Enhancing Students' Motivation in Learning English

Increasing motivation among school students in learning English remains a key focus of effective language teaching. One of the primary strategies involves cultivating an atmosphere of enthusiasm, optimism, and belief in students' potential. Teachers who consistently provide encouragement help learners build confidence and develop a positive attitude toward learning. A learner-centered approach also plays a vital role, as it encourages student autonomy and engagement through independent tasks that stimulate emotional involvement and personal responsibility.

Another impactful method is involving students in authentic communication, such as correspondence with peers from English-speaking countries. This not only allows

learners to practice real-life language skills but also exposes them to cultural knowledge firsthand, fostering curiosity and deeper interest. In addition, extracurricular language activities such as participation in school Olympiads and English-language performances help students experience success in public presentations, thereby strengthening self-esteem and intrinsic motivation.

Online Olympiads also offer valuable opportunities for students to test their knowledge, prepare for examinations, and express creativity in a flexible learning environment. Integrating emotional engagement into the learning process—especially through music—has proven effective. Songs serve not only as cultural tools but also enhance pronunciation and retention of lexical and grammatical structures in a natural and enjoyable way.

Finally, the use of modern educational technologies supports the development of student motivation by making lessons more interactive and dynamic. Tools such as multimedia presentations, virtual platforms, and interactive exercises transform the learning experience, making it more relevant, accessible, and inspiring for today's learners.

Among the various modern educational technologies, several stand out for their effectiveness in teaching English.

One such technology is cooperative learning. The core idea of cooperative learning is to learn together, rather than simply working alongside each other. This approach can be applied to grammar exercises, homework checks, collaborative spelling practice, and vocabulary development. In my teaching practice, I most often use cooperative learning when working with reading texts. Simply reading and translating long texts, answering questions, or searching for specific information can be monotonous and unengaging. Instead, students work in groups on the same text, with each group member assigned a specific task. After completing their individual tasks, they share information with their peers. The essence of this method is to spark students' desire to acquire knowledge. Motivating students toward independent learning is crucial, and cooperative work provides a powerful stimulus for cognitive activity and communication.

Information and Communication Technologies (ICT) represent another key tool in modern education. The use of new technologies goes beyond technical tools; it introduces new teaching methods, forms, and approaches to the learning process. ICT allows for differentiation and individualization of instruction, as well as fosters students' cognitive and creative engagement. Applying ICT in English language teaching enables educators to select appropriate methodological tools and techniques that diversify classroom activities and make lessons more engaging. ICT broadens the

scope of education, enhances its practical orientation, increases student motivation, creates conditions for successful self-realization, and deepens interdisciplinary connections.

At our department, teachers regularly use presentations that include visual materials, texts, tables, videos, and musical accompaniment during lessons.

Finally, game-based learning technologies play an essential role. One of the most significant motivators for learning foreign languages is the use of games. Games fulfill students' need for novelty and variety in learning materials and exercises. In particular, role-playing games provide extensive opportunities to activate the learning process. Role-playing is a methodological technique belonging to the group of active methods aimed at developing practical language skills.

Conclusion

The choice of forms of work in the classroom and the ways to use them is ultimately determined by the teacher. To do this effectively, the teacher must continually improve their pedagogical skills and develop both personal and professional qualities.

Thus, it can be asserted that a modern foreign language teacher must possess sufficient adaptability, flexible professional thinking, and readiness for research and innovative activities, as well as methodologically oriented teaching. These professional qualities ensure high-quality lessons and contribute to achieving excellent student outcomes in mastering a foreign language. To achieve this, teachers need to engage in continuous professional growth and constantly refine their teaching practice.

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