

BEST PRACTICE OF MOTIVATING SPEAKING ACTIVITIES FOR LOWER LEVELS

Abdukadirov Umidjan Nazirovich

Assistant - Fergana

polytechnic institute,

Fergana, Republic of Uzbekistan

Annotation: *The given article considers the importance of motivation in education, especially for lower levels.*

Key words: *motivation, students, English, extrinsic motivation, intrinsic motivation, inspiration.*

Абдукадиров Умиджан Назирович

Ассистент - Ферганского

политехнического института,

г. Фергана, Республика Узбекистан

ЛУЧШАЯ ПРАКТИКА МОТИВАЦИОННОЙ ГОВОРЯЩЕЙ ДЕЯТЕЛЬНОСТИ ДЛЯ СТУДЕНТОВ С НИЗКИМ УРОВНЕМ ЗНАНИЯ

Аннотация: *Данная статья рассматривает важность мотивации в образовании, особенно для студентов с низким уровнем знания.*

Ключевые слова: *мотивация, Английский язык, внешняя мотивация, внутренняя мотивация, вдохновение.*

First of all let's talk about motivation. Motivation is a common name for processes, methods, means of encouraging students to cognitive activity, the active development of the content of education. Motivation is based on motives, which mean specific motives, incentives that force a person to act and do things. The motives can be a bunch of emotions and aspirations, interests and needs, ideals and attitudes. Therefore, motives are complex dynamic systems in which choices and decisions are made, analysis and evaluation of choices.

Thus motivation for students is the most effective way to improve the learning process. Motives are the driving forces of the learning process and the assimilation of material. Perhaps the motivation for learning is a rather complicated and ambiguous process of changing the attitude of an individual, both to a separate subject of study and to the entire educational process. Overall, motivation is important for everyone.

Motivation is important to live. We can't live our daily life happily without motivation. Motivation is the presence of purpose and desire to achieve daily life, career, and business goals. Just an example, Motivation helps us to get up early and become productive. When we are inspired, excited, getting more than expected results from something we get motivated. Such as its inspiring when you read stories and beliefs of successful people. It's inspiring when you see someone achieving something great and feeling happy. That's the way we feel motivated and it helps us to achieve our own goals. There are thousands of motivations around us. Such as motivation from books, motivation from quotes, motivation from the seminar, motivation from water, motivation from trees, motivation from kids, motivation from parents, motivation from teachers, etc. But we can't identify all of them.

As a rule motivation can be categorized into two types: intrinsic and extrinsic.

Intrinsic is a drive that comes from within a person. People are intrinsically motivated when they enjoy doing an activity.

Extrinsic motivation is a drive that comes from outside of a person. People are extrinsically motivated when they want to gain a reward (like a prize or a good grade) or avoid a punishment.

Generally, when someone already has intrinsic motivation, rewarding them can actually *decrease* their intrinsic motivation, making them less interested in the activity and therefore decreasing their performance.

However, when someone isn't interested in a subject—meaning they have no intrinsic motivation to learn about it—giving rewards can get them to participate in the activity, which might then spark some intrinsic motivation within them. Extrinsic motivation can lead to intrinsic motivation.

Though this isn't always the case, most ESL students already have intrinsic motivation to learn English. They have a goal in mind, whether it's related to business, academics or something else, and English is necessary for them to reach their goal. So they want to engage in learning the language.

With that in mind, too much praise or extrinsic motivation can actually hinder their learning. That's why your students will perform best when you focus on

motivating them intrinsically rather than extrinsically. In other words, encourage their already present desire to learn rather than tempting them to learn with external rewards.

Thus one way to encourage your students' intrinsic motivation is to make class communicative.

Part of the joy of language is using it to communicate. Language learners get a rush when they can successfully translate their thoughts into words and get their points across.

Aside from the fun of communicating, it's also what most students want to get out of learning English. In other words, that's where their intrinsic motivation lies—they're already eager to be able to communicate in English for their own reasons.

For some students, their goal is communication in business. For others, their goal is to communicate during their advanced studies at an English-language university or college. Still others want to explore the world and will use English to travel and connect with people all over the globe. The more we encourage our students to communicate in class, the more motivated they'll be.

They'll see that they're accomplishing their goals even as they're learning, and the success and achievement will make them readier to learn.

How can you make your class more communicative?

Group activities are a great way to make class communicative. Get students using the language that they already know to work together to accomplish something.

Use seating to your advantage and ditch the traditional rows and columns. Arrange student desks to make larger tables to encourage communication among them.

If you haven't tried it yet, give the discovery grammar method a shot. Give students a grammar worksheet with the answers already in the blanks *before* you teach the grammatical concept. Then challenge groups of two or three students to examine the answers and see if they can figure out the rule on their own. That way they'll be communicating as they figure things out on their own.

For-example a flipped classroom is another great way to give communication center stage in your classroom. A flipped classroom turns tradition on its head by assigning instructional material to be completed at home and then uses class time for extension, practice and deepening activities, in other words putting language to use through communication. When all else fails, keep your class communicative by minimizing teacher talk time (TTT). The less you talk, the more your students will be talking, and that means they'll be putting their language knowledge to work. Generally speaking, people don't care what you know until they know that you care. That's why forging relationships with your students is so important. Particularly if you're teaching international students, you may be the only English speaker they see or speak with on a regular basis. Supporting your students is something you need to do before you can motivate them. You can let your students know that you care about them and where they come from by encouraging expressions of culture in class. Be on the lookout for any opportunities to have students share their values, beliefs and traditions. Also, take some time every day to relate to your students on a personal level. Ask them how their weekends went. Encourage them if they seem down. Let them know that you're there for them in any way. Though it may seem like you're "wasting" valuable class time with chit-chat, the bonds you form during those minutes are the foundations of successful relationships with your students. Motivation is important for teachers and students.

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