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**MOTIVATION AS A LEADING FACTOR IN FOREIGN LANGUAGE  
LEARNING**

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**Abstract:** The development of business and personal contacts, the expansion of cultural ties between peoples put before the school in the field of foreign language teaching to the forefront of the task - human education, the main asset of which is universal culture and universal values.

**Key words:** Relevant methods, aesthetic, psychologists, language, purposeful activity, motivation, knowledge, skills and abilities.

The purpose of teaching foreign languages is not only to acquire knowledge, skills and abilities, but also to master the summaries of local lore, linguistic and cultural and aesthetic nature of knowledge of the values of another national culture, when determining the content of education certainly raises the question of cultural component.

This component includes language and cultural knowledge, as well as skills and abilities (linguistic non-verbal behavior). From the above it follows that maintaining interest in language as a means

In the humanization of education, when the individual is at the center of all educational activities, the search for effective ways and means of learning, including foreign language learning, attracts the attention of many scientists,

methodologists and teachers. One of such effective teaching methods is the use of stories in foreign language lessons.

Modern psychologists and educators are united in the fact that the quality of performance and its results depend primarily on the motivation and needs of the individual, his motivation; it is motivation that causes purposeful activity, which determines the choice of tools and techniques, their organization to achieve goals. Motivation is therefore the “trigger” of all human activity: whether work communication or cognition. Nourishes and maintains motivation tangible, real, milestone and ultimate success. If there is no success, the motivation fades, and this negatively affects the performance of activities [1, p.124].

The problem of motivation in learning arises in the study of each school subject. Relevant methods and textbooks have developed ways to develop and stimulate it, taking into account the specifics of the subject. However, the problem of motivation to learn foreign languages is especially acute. It is noticeable that by the time of learning a foreign language and at the very beginning, students are usually highly motivated. Almost everyone has a desire to speak a foreign language, to be able to communicate. But as soon as the process of mastering a foreign language begins and students' attitudes change, many are disappointed. After all, this process involves a period of accumulation of “building material”, a stage of inevitably primitive content, overcoming various difficulties, which delays the achievement of the goals, dreamed of. As a result, motivation decreases, counter-activity disappears, the will to master a foreign language weakens, and overall success decreases, which, in turn, has a negative effect on motivation.

Considering motivation as the most important spring of the process of mastering a foreign language, which ensures its effectiveness, we must keep in mind the following: motivation - the side of the subjective world of the student, it is determined by his own motivations and passions, perceived needs. Hence all the difficulties of calling motivation. The teacher can only indirectly influence it, creating the preconditions and forming the basis on which students have a personal interest in the work.

Language is a phenomenal phenomenon in the life of every nation. Its depth, the variety of linguistic facts and phenomena, their relationship - all that makes the language alive, designed to arouse students' interest, should be the subject of consideration in native and foreign language lessons.

The most important task of learning a foreign language is the development of the student's personality, able and willing to participate in intercultural communication, the development of creative abilities. In order to solve this problem, it is necessary to capture the child, to interest him in the subject.

For the development of cognitive motives of students in learning English can be used different methods and techniques, including various types of stories, non-standard forms of lessons, weekly language competitions, unusual forms of presentation of research material, extracurricular activities.

It is these methods and techniques that promote the development of broad cognitive motives in primary school age, it is this age that is favorable for the development of cognitive motives.

In addition to cognitive, social motives, psychologists identify creative motives. Their presence means that the student not only learns the techniques and methods of communication that are offered to him during training as a model, but also seeks new ways of learning activities and forms of cooperation and interaction with others.

A.N. Leontiev understands motivation as "... that which is the only instigator of directed activity is not in itself a need, but an object that meets this need." [6, p.13]

Motivation is, first of all, the result of a person's inner needs, his interests and emotions, goals and objectives, the presence of motives aimed at intensifying his activities.

Recognizing the leading role of motivation in teaching a foreign language, the teacher needs to imagine the ways and means of its formation in the school environment.

When dealing with the problem of motivation and finding ways to form it, it is important not to allow a simplified understanding of it.

The formation of motivation is not “the transfer of the teacher in the head of students already ready-made motives set from the outside, and learning goals.”

The formation of motivation is, first of all, the creation of conditions for the emergence of internal motivations for learning, awareness of their own students and the further self-development of the motivational sphere.

The novelty of the received information plays a special role in formation of motivation.

The presence of elements of search activity, cognitive motives and emotional state of students provide them with a way out of educational activities in self-educational and creative. [2, p.15]

As you know, interest as a motive plays an important role in teaching students a foreign language. If children are interested in learning, they easily overcome difficulties, master the material well, they develop strong language skills.

In grammatical skill it is possible to allocate components of its more private actions:

- the choice of structure adequate to the language plan of the speaker (in this situation);
- registration of language units, which fill the structure in accordance with the norms of the language and a certain time parameter;
- assessment of the correctness and adequacy of these actions.

As you know, grammar skills differ from each other as much as the different types of language communication (speaking, reading, listening, and writing).

At this time, educators, psychologists and methodologists do not have a single opinion about the role and place of grammar in foreign language teaching. Some authors believe that the formation of grammar skills is one of the weaknesses in teaching a foreign language.

It is quite a difficult task to master communicative competence in German without being in the country of the studied language. Therefore, an important task of teachers is to create real and imaginary situations of communication in a foreign language lesson, using different methods and techniques.

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