

TO THE QUESTION OF INCREASING STUDENTS' MOTIVATION TO LEARN ENGLISH (FROM WORK EXPERIENCE)

Rakhmanova Yu. Kh.¹, Shakirova S.T.²

Tashkent State Transport University

Teacher of English, the Faculty of Economics,

Foreign languages department

Annotation: *The article discusses methods and technologies for increasing students' motivation to learn English. As an example of theories, situations from work experience are given.*

Keywords: *pedagogical activity, electronic modules, Research work, motivation of students*

One of the most important goals of modern education is the formation of an informed personality capable of self-determination and continuous self-education. The innovative processes taking place in the education system are aimed at ensuring high results in the educational and cognitive activities of students, at ensuring their professional self-determination, at the formation of universal human values, and the development of a human as a person. Today, the teacher acquires other roles and functions in the educational process, no less significant than in a traditional school, but much more complex. One of the conditions for the formation of a self-determining personality is the presence of an educational space that allows each student to systematically develop the ability to consciously correlate "I want" and I can." The teacher must build such a space for learning activities with the active participation of his students.

The tasks of our pedagogical activity are different, but the main ones are:

1. Increasing motivation to study the subject.
2. Improving the quality of students' knowledge through the development of memory, critical thinking and speech fluency.

M. Reichelt distinguishes two types of motives: external (extrinsic) and internal (intrinsic). External motives are associated with the student's need for external well-being, as well as the desire to avoid punishment. Among the external motives for learning a foreign language are the motive of evaluation and success (work is done for the sake of a good mark), well-being (work is done due to parental pressure and in order to avoid trouble), self-esteem, assertion (gaining authority and respect in the eyes of others) [2, p. 96]. Internal motives are related to the student's attitude to the educational material and to the educational process. This means that the student consciously and without coercion acquires knowledge and skills that are important and valuable to him [2, p. 186]. R. Gardner distinguishes two types of motivational orientation of learning a foreign language [1, p.3-5]: instrumental motivation associated with the practical reason for learning a foreign language, and integrative motivation associated with interest in the culture of the language and the desire to communicate with people who speak the language being studied [10, p. 51-54]. It should be noted the complementary role of extrinsic and intrinsic motives, when internal motives bring personal meaning to activity, and external ones encourage activity [11, p.18-38]. And in accordance with the requirements of modern didactics, the pedagogical process should be based on the principles of a student-centered approach [8, p. 114-119], which implies the establishment of subject-subject relations. Subject-subject dialogue relations recognize the student as a subject, an accomplice in the pedagogical process and imply the fullest possible realization by each of the students of their potential in interaction with the teacher, directing this process in the most favorable direction. For example, the teacher should inform the students about the objectives of the lesson, and first of all, the tasks associated with mastering speech activity should be named. Understanding and awareness by students of why and why they need to study this or that material is the starting point for the emergence of motivation and

successful completion of the task. In addition, it is important that the task is clear and impresses students, opens up a clear speech perspective for them.

But the teacher must understand that communication in a foreign language will not start on its own, that it is not enough just to divide students into pairs or groups.

It is necessary to create motives for this communication by offering an exciting task, to create a learning-problem (conflict) situation that will stimulate communication in a small group. In addition, a common cause will unite students, mobilize mutual assistance and mutual control both in terms of content and language.

Teaching aids are an integral part of the educational process. In our age of information and computer technologies, it is ICT tools, multimedia technologies, Internet technologies, electronic educational resources that have a number of advantages over traditional teaching aids and have the greatest motivating effect in the process of teaching a foreign language [11, p.18-38]. They provide greater interactivity in learning, create the necessary conditions for the organization of productive educational and independent work of students, as well as the flexibility and mobility of learning; allow to take into account the individual characteristics of students, creating a favorable psychological educational environment. The active introduction of new information technologies and electronic network learning (e-learning) on technological platforms - learning management systems (LMS) into the educational process through the use of interactive tasks, computer and multimedia technologies, undoubtedly helps to increase motivation and improve the process of forming foreign language skills and students' skills [7, p. 212]. Teaching and research work is not a new, but not yet widely used type of activity in the practice of teachers. Its advantage is that it develops thinking, enables independent search and gives the student the satisfaction of discovery.

The role of the teacher in learning is changing: he is no longer a transmitter of knowledge, but a partner in learning. The teacher, the head of the research work, is included in the study of the problem posed on an equal footing with the student and at the same time teaches him the methodology of conducting experiment. Research work is interesting for students, they like to think over, generalize, look for general principles and patterns. At this age, psychologists note, schoolchildren and students are attracted to independent forms of classes at lesson, comprehensive educational material, the ability to build their own cognitive activity in the classroom and outside the school, Institute, etc. These features make students mature and independent in their own eyes and in the eyes of their comrades. For example, with a first-year students, you can conduct a study on the topic "Effective methods of learning idioms." One student tells any story, the next student ends this story by using appropriate idiom.

The active use of the research method does not in the least contradict the pedagogical technology of cooperation that we use, the purpose of which is the assimilation of knowledge and skills, taking into account the needs and opportunities for the development of the student. Traditional teaching is based on the position of the teacher as a subject, and the student as an object of the pedagogical process. In the concept of cooperation, this provision is replaced by the idea of the student as the subject of his educational activity. Therefore, two subjects of the same process must act together, be partners, form an alliance of the older and more experienced with the less experienced.

Summing up, we note that the introduction of active methods of working with students into the practice of a teacher, increasing their cognitive activity in various ways, maintaining a favorable emotional background of the lesson will help increase students' motivation to study the material, discipline, thereby increasing the level of knowledge in the subject.

References:

1. Gardner R.C. Attitude/Motivation Test Battery: International AMTB Research Project (Russian version). London, Ontario, Canada: The University of Western Ontario, 2004.
2. Reichelt, M. Motivation and Promotion of Learning Achievement in university foreign language teaching Melnichuk, D.O. (Ed.): Scientific news of the series "Pedagogy. Psychology. Philosophy" of the Pedagogical Faculty of the National University of Bioresources and Environmental Sciences of Ukraine, Kyiv. Kyiv, 2013. Volume 192 (2). pp. 96-102.
3. Bolokhontseva N.M. On the issue of increasing motivation in foreign language classes // Science and Practice. 2014. No. 3 (60). pp. 184-187.
4. Mineeva O.A., Ereemeeva O.V. Psychological and pedagogical conditions for increasing the motivation of students to study a foreign language // Bulletin of the Minin University. 2016. No. 3 (16). C. 3.
5. Maklakov A.G. General psychology. SPb.: Peter, 2001. 592 p.
6. Zimnyaya I.A. Educational psychology: a textbook on educational psychology. M.: Logos, 2004. 384 p.
7. Bozhovich L.I. Selected psychological works / Ed. DI. Feldstein. Moscow: International Pedagogical Academy, 1995. 212 p.
8. Sergeeva N.N., Ugryumova S.V. Classification of motives for learning a foreign language // Pedagogical education in Russia. 2012. №3. pp. 114-119.
9. Tsvetkova S.E., Malinina I.A. Systematization of the content of foreign language training of future engineers in the field of aircraft and helicopter construction // Engineering Education. 2017. No. 21. pp. 186-193.
10. Artamonova G.V. Authentic video materials as a medium of increase students' motivation for independent work // Azimut scientific research: pedagogy and psychology. 2016. V. 5. No. 4 (17). pp. 51-54.
11. Ekiz S., Kulmetov Z. The Factors Affecting Learners' Motivation in English Language Education // Journal of Foreign Language Education and Technology. 2016. Vol. 1(1). pp. 18-38.