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**INTERNAL (ENDOGENOUS) AND EXTERNAL (EXOGENOUS)
FACTORS OF MOTIVATION**

Abstract: The next article discusses the importance of motivation in language organization and some factors of motivation, many factors that affect motivation, in increasing interest in Teaching, can motivate a teacher through appropriate teaching methods.

Keywords: Motivation, Motivation factors, motives, Task-based language teaching, Nude teaching, Project teaching and scenario teaching, teaching activities

INTRODUCTION

Motivation plays an important role in language teaching. There are many factors that can influence motivation. Learning is individual, but the teacher can strengthen the interest in learning, for example through appropriate learning methods, or it can also happen that the teacher can weaken the motivation through his methods or through his personality. For a language course, the tasks that enable communication in the classroom are important. Motivation compiles the selection that concerns the interests and needs of the learners, including good selection of materials, media and teaching techniques. L2 motivation research also involves setting realistic learning goals. This is sometimes difficult because in many regions German is valid as a second language. Learners receive assistance in reflecting on their learning progress. Teachers should strengthen students' self-confidence and self-efficacy by guiding them to successful experiences. Students should be supported in extrinsic motivation. One should use forms that develop learning motivation. Important are also such teaching activities and learning objects, which the learner will apply in future life. The teacher should choose such principles of a teaching attitude that help the learner to get to know their type of learner. Learners should really take responsibility for their own learning.

MATERIALS AND METHODS

Wicke sets up "ten simple rules" for teaching DaF with young people. These rules emphasize the need for a common goal of learning groups and the self-motivation of the teacher. Such lessons must also include the previous experiences of the learners and at the same time build on existing learning motivation. The topics, texts and tasks should be according to the learners. You must also have the opportunity to use what you have learned (e.g. use of authentic language in a target language environment). So you can get feedback about your individual learning status. Teachers need to arouse curiosity and interest. They should also strengthen learners' self-confidence through appropriate feedback and convince them that learning is also social learning. (Riemer, 2010:1154) Dörnyei a total of 35 motivational strategies, measures to provide:

a) Creating basic motivational conditions (e.g. supportive teaching atmosphere, good group dynamics)

b) Abstention from initial motivation (e.g. improvement of target orientation of learners, adapting teaching materials)

c) maintaining motivation in the further course of learning (e.g. motivating presentation of tasks)

d) Positive self-evaluation of learners (e.g. reinforcement of motivating attributions, adapted feedback) (cf. Riemer 2010: 1154)

The profile of the teacher is also important and serves to achieve motivation. The teacher acts as a helper, organizer, partner of the students. He plays an important role in the teaching and learning process because he proposes creative, pleasing and didactic tasks. He also accompanies the students on the path of learning. His figure is not in the foreground as in traditional teaching, but in the background, because he is not a central figure. The students get the orientation from the teacher, collect and arrange their knowledge independently. In these concepts, learners in this process have an active and active character rather than an inactive and passive character. The teacher should also master two aspects, the technical and the social aspect. The technical aspect relates to didactics, the previous

organization of the lessons and the command of the German language. The social aspect relates to the discussion between teachers, the trust between students and teachers and the motivation. Motivation influences the cooperation between teachers and learners and also the performance of learners. All tasks are linked to both aspects, because they have not only technical but also social elements. There are many factors that can influence motivation in foreign language teaching. Many influences play a role in learning, which can not only increase motivation, but also decrease it. A distinction is made between internal (endogenous) and external (exogenous) factors.

RESULTS AND DISCUSSIONS

Learner factors. These factors are very closely related to the personality and inner workings of the learner. Motives are defined as relatively constant value positions in the individual that initiate, maintain or end actions. (Kleppin 2002: 26). Without situations in which they become effective, cannot exist. Apelt distinguishes different motifs such as the connection motif, the achievement motif, the curiosity and knowledge motif, the utility motif, the social motif, the parent motif, the communication motif, the teacher motif, the recognition and validity motif. The role also plays the short-term or long-term motives or also externally induced versus own motives. So you need an incentive, why you should learn. Many factors can influence the learner. For example, self-efficacy can play a role, i.e. the assessments that one can achieve one's goal. A positive assessment of self-efficacy can lead to increased effort. This includes control over the outcome of one's own effort. If the students have the failure, then the teacher thinks that the students do not have enough motivation. Students blame failure on non-motivating teachers.

Your emotions:

They can influence motivation positively or negatively. Above all, the fear, mistakes and negative evaluation of the personality have a great influence on motivation.

Setting:

There are many studies and also different classification possibilities such as specific attitudes to a certain language or to speakers of the target culture or to the teacher or the course. An important result of studying learner attitudes was that teaching materials and also the teaching itself often led to demotivation of the students. (cf. Kleppin 2002:26-27)

Learning objectives, expectations of the learner:

It is important to set such goals that mean a lot to the learner personally and can thus achieve success. Such goals, which the learner accepts, support the construction of realistic expectations about the results of one's own activity. (cf. Kleppin 2002:27)

Effort and persistence:

The learner's effort was often measured by self-testimonies such as time spent on homework or initiatives the learner would like to take on. According to Mihaljevic, effort and persistence may depend particularly heavily on the learner's assessment of the usefulness of course content or teacher competence. (Kleppin 2002:28)

Learning External Factors:

These are the socio-cultural milieu and institutional conditions of foreign language teaching. By these factors one can understand what is called motivation in foreign language didactic literature.

Lesson Of External Factors:

These are above all parents, friends, the social environment, the importance of language, which influence learning. The teaching and learning situation According to motivational psychology play the important role of novelty and change of topics, content of surprise, complexity of the subject matter, ignorance and potential for conflict. You can also use motivational games and exercises or play through interesting videos in class. (cf. Kleppin 2002:28)

Lehr- und Learning materials:

It was analyzed whether motivational or demotivating effects can emanate from textbooks. There have been several demands for more authenticity,

timeliness, applicability or for situations in which one can come oneself, for identification possibilities with people, situations and also change of subject. The research has not yet been shot down. (cf. Kleppin 2002:29)

CONCLUSION

The positive group atmosphere and also cooperative forms of work probably have a favourable effect on motivation. According to Crookes and Schmidt, the rationale is that using cooperative strategies can help overcome a negative self-concept by achieving something together and then changing the self-concept. The teacher, the teacher behavior:

After the different examination, the teacher is designated as the decisive motivating force. The new literature calls the teaching like mediator, which supports the learning process and stimulates it by appropriate measures. Dörnyei established the ten commandments. Teachers should support the self-efficacy of the learners through tasks in such a way that they can exercise their own control. It should also offer you the opportunity for self-evaluation. Furthermore, the teachers should promote cooperative learning, provide informative feedback and also ensure a pleasant group atmosphere. Self-determination of the learner and learner centering is also important.

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