

## MOTIVATION IN A FOREIGN LANGUAGE TEACHING AND LEARNING

---

*Sabina Nurmat qizi Janibekova*

*Student of Chirchik State Pedagogical University*

*Email address: [zanibekovasabina00@gmail.com](mailto:zanibekovasabina00@gmail.com)*

*+998991374304*

*Scientific adviser: Nafisa Raimovna Kobilova*

### ABSTRACT

Motivation is a critical factor that propels individuals toward achieving their goals and attaining success. It plays a vital role not only in the acquisition of English but also in the study of foreign languages. Furthermore, motivation is instrumental in various functions, including goal setting, fostering an engaging learning environment, and capturing students' interest in lessons. As a key determinant of success, motivation can be categorized into several types: intrinsic and extrinsic, integrative and instrumental, global, situational, and task-specific. Strategies for enhancing motivation primarily involve offering constructive feedback and promoting autonomous learning capabilities. This article will examine the concept of motivation, its various classifications, and its significance in both learning and teaching second or foreign languages.

**Key words:** motivation, integrative, instrumental, intrinsic, attitudes, effort, positive and negative motivation, various strategies

### INTRODUCTION

Motivation is essential for success in many areas of learning, as a strong desire to achieve is necessary for engaging in activities and putting in the effort needed to reach specific goals. When discussing success or failure in learning English as a foreign language (EFL), motivation is often a key factor. Therefore, it is important for EFL teachers to nurture their students' motivation, spark their interest in learning, and sustain that enthusiasm throughout the learning process. Mehmet Ali Seven emphasized that "Motivation is a complex human construct that has long posed difficulties for those who attempt to understand and explain it" on his research (2020). Understanding the factors that foster motivation is crucial for educators and learners alike. Intrinsic motivation, fueled by personal interest and enjoyment, often leads to deeper engagement and long-term retention of language skills. Conversely, extrinsic motivation, driven by external rewards such as grades or job opportunities, can also play a significant role in encouraging learners to pursue their language studies.

### LITERATURE REVIEW

Motivation is often perceived as a clear concept, whether one possesses it or not, and we frequently attribute actions and outcomes to its significant influence. According to Collins Dictionary, motivation is defined as the act of encouraging desire to act, driven by interest or incentive. The Oxford Dictionary (1993) similarly describes it as the reasons behind a person's behavior or their willingness to engage in specific activities.

Brown (1987) describes motivation as an inner drive or impulse that compels individuals to act. He categorizes it into three types in his earlier work (Brown, 1981, in Ellis, 1985). Compell and Pritchard (1976) view motivation as a relationship of independent and dependent variables that explain an individual's behavior in terms of direction, intensity, and persistence, while controlling for factors such as aptitude and environmental constraints.

Keller (1983, in Crookes and Schmidt, 1991) defines motivation in psychological terms as the choices people make regarding the experiences or goals they pursue and the effort they are willing to invest.

Gardner and Lambert (1972) identify two primary types of motivation in language learning: integrative and instrumental. Integrative motivation reflects a learner's willingness to embrace the culture of the target community, while instrumental motivation pertains to the need for the target language to achieve specific goals. They were pioneers in distinguishing these types, which has significantly shaped second language acquisition research.

Negative motivation is associated with positive attitudes towards the target language group and the desire to integrate with its members. In contrast, instrumental motivation focuses on practical reasons for learning a language, such as improving job prospects or passing exams. This distinction parallels the difference between intrinsic and extrinsic motivation in general learning theory. Importantly, these two types of motivation are not mutually exclusive; many learners are driven by a combination of both integrative and instrumental factors (Littlewood, 1984).

Gardner (1985) suggests that motivation can be represented by the equation:

**Motivation = Attitudes + Effort + Desire to Achieve a Goal**

As noted by Ellis (1975), there is no consensus on the definitions of motivation and attitudes or their relationship. Consequently, the term "motivation" is often used broadly, encompassing various distinct concepts that may have different origins, effects, and implications for classroom instruction (McDonough, 1981).

Victor Frankl, a notable psychiatrist and philosopher, asserts that what individuals truly need is to strive for a worthy goal. He believes that each person has an inherent understanding of their life's purpose, and that aligning with one's conscience leads to success. This perspective aligns with findings that motivation is a key trait among highly successful individuals in various fields.

## METHODS

The definition of motivation has been described in various ways, often seen as a fundamental aspect of human experience. Many scientists view motivation as a hypothetical factor that drives actions, indicating that it is a mental process that influences decision-making. The Encarta 97 Encyclopaedia defines motivation as the reason behind an organism's behavior or the rationale for engaging in certain activities. Webster's dictionary describes motivating as providing an incentive or reason, with synonyms such as cause, purpose, idea, or reason.

Are these definitions effective for teachers aiming to inspire their students? To answer this, researchers should examine the historical development of motivational theories. This exploration should reveal not only the origins of the general concept of motivation but also specific ideas such as instinct, drive, incentive, and reinforcement. So, where does motivation originate? It seems that people have always sought internal sources of motivation, such as supportive teachers, friends, or parents.

The term "motivation" comes from the Latin word "movere", which means "to move." However, this definition is insufficient for our purposes. What exactly is motivation, and how can it be created, nurtured, and sustained? Defining motivation is not straightforward, leading to various interpretations. According to Scott, motivation is the process of encouraging individuals to take action to achieve desired outcomes. It has three key characteristics:

1. Originates from a felt need: Motivation stimulates behavior, prompting a person to act.
2. Goal-oriented: Motivation directs behavior towards fulfilling a specific need.
3. Sustains ongoing behavior: It continues until the need is satisfied or diminished.

Motivation is a personal and internal sensation that stems from individual needs and desires. Human needs are endless, and when one set of needs is met, it often leads to the emergence of new needs. As a result, motivation is an ongoing process.

Examples of different types of learner motivation can be seen in students' responses to the question, "**Why are you learning English?**"

**Integrative motivation**, which involves a desire to connect with speakers of the target language, is illustrated by the following statements:

- "I want to learn to read and write fluently so I can communicate better with foreigners when I travel to English-speaking countries."
- "I'm very interested in the history and current events of the English-speaking world, and I want to read and listen to English media and engage in discussions with English speakers."

**Instrumental motivation**, which focuses on practical goals, is reflected in these responses:

- "I might major in Educational Psychology and want to read modern psychological literature."

- "I want to learn a new language that is highly sought after in many professional job markets in the United States."

**Intrinsic motivation**, driven by personal interests related to the learning process, is shown in these examples:

- "I want to speak English for fun."

- "I see it as a personal challenge and want to better understand an important culture."

It's important to note that these types of motivation are not mutually exclusive; students often provide a combination of reasons for their motivation to learn a foreign language.

Dörnyei and Ottó (1998) explored how a learner's motivation evolves over time, linking fluctuations in motivation to both immediate classroom tasks and the broader context of an entire academic year. They proposed a dynamic, process-oriented model that outlines three stages of motivation: preactional, actional, and postactional (Dörnyei, 2003).

1. **Preactional Stage:** In this initial phase, motivation must be generated. Dörnyei (2005) explains that this motivation helps students choose their goals or tasks and initiates their actions. Factors such as the students' personal goals, values, attitudes toward learning, perceived chances of success, and the support they receive (both mental and physical) all play a crucial role in shaping motivation during this stage.

2. **Actional Stage:** In the actional stage, the focus shifts to maintaining and protecting motivation. Dörnyei (2005) emphasizes that the quality of the learning experience, the classroom environment, and the influences of teachers, peers, and parents, as well as the student's own self-regulation, are vital. This stage is particularly critical in classroom settings where students may face distractions from anxiety, competing interests, or adverse physical conditions (like noise or poor facilities).

3. **Postactional Stage:** After completing a task, students enter the postactional stage, where they evaluate their experiences to inform their future motivation. Dörnyei (2005) notes that key influences in this stage include grades and feedback from teachers and peers, as well as the student's self-assessment of what they learned and their confidence and self-worth regarding their performance in the classroom.

## DISCUSSION/ RESULT

Understanding the dynamics of motivation is essential for educators aiming to inspire their students. Teachers play a critical role in nurturing motivation through various strategies:

**Creating a Supportive Environment:** Establishing a classroom atmosphere that fosters trust, respect, and collaboration can significantly enhance students' intrinsic

motivation. When students feel safe and valued, they are more likely to take risks and engage deeply with the material.

**Setting Clear Goals:** Helping students define specific, achievable goals can provide direction and purpose. Clear objectives give learners a sense of ownership over their education, making them more invested in the learning process.

**Providing Relevant Content:** Connecting language learning to students' interests, experiences, and real-world applications can enhance motivation. When learners see the relevance of what they are studying, they are more likely to engage with the material.

**Encouraging Autonomy:** Allowing students some degree of choice in their learning activities can foster intrinsic motivation. When learners feel they have control over their education, they are more likely to be motivated and engaged.

**Offering Positive Feedback:** Constructive feedback can reinforce students' efforts and accomplishments. Recognizing progress, no matter how small, helps maintain motivation and encourages continued effort.

**Conclusion:** Motivation is a complex and dynamic process that significantly influences language learning outcomes. By understanding the various dimensions of motivation—such as integrative, instrumental, and intrinsic motivations—educators can tailor their teaching approaches to better meet the needs of their students. Additionally, recognizing the stages of motivation outlined by Dörnyei and Ottó allows teachers to implement targeted strategies that support learners throughout their educational journey.

Ultimately, fostering a motivated classroom environment requires ongoing effort from both teachers and students. By collaborating to create meaningful learning experiences, educators can inspire their students to embrace foreign language acquisition as a fulfilling and rewarding endeavor.

#### REFERENCE

1. Allamuratov G'ofur Ashurovich .”Motivation i a foreign language teaching and learning. Excelience: International multi-discipline journal of education.(2024) 1-5 pages
2. <https://multijournals.org/index.php/excellencia-imje/article/download/681/728/1383>
3. Mehmet Ali Seven. Motivation in language learning and teaching. African Educational Research Journal (2020). 1-10 pages
4. <https://files.eric.ed.gov/fulltext/EJ1274645.pdf>
5. Lalu Thohir. Motivation in a foreign language teaching and learning. Vision Journal and language and foreign language learning( 2017).1-10 pages
6. <https://journal.walisongo.ac.id/index.php/vision/article/view/1580>

7. Dörnyei, Z. Motivational strategies in the language classroom. Cambridge: Cambridge University Press. (2001).
8. Gardner, R. C. The Attitude/Motivation Test Battery: Technical Report. (1985).
9. Gardner, R. C., and Lambert, W. E. Motivational variables in second-language acquisition. Canadian Journal (1959).
10. Psychology/Revue canadienne de psychologie, 13(4), 266–272.
11. Gardner, R. C. and Lambert, W. E. Attitudes and motivation in second language learning. Rowley, MA: Newbury House. (1972).