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## WAYS TO INCREASE MOTIVATION IN LEARNING ENGLISH LANGUAGE

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## WAYS TO INCREASE MOTIVATION IN LEARNING ENGLISH LANGUAGE

Cover Page Footnote

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Erratum

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## WAYS TO INCREASE MOTIVATION IN LEARNING ENGLISH LANGUAGE

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**Abstract:** *Analysis of existing research papers on improving the effectiveness of training has shown that motivation is one of the leading factors in learning a foreign language. Thus, the purpose of this article is to consider ways to increase the motivation of students in the course of studying the English language discipline in order to improve the quality of teaching the subject in the university.*

**Keywords:** *motivation, foreign language communication, educational and cognitive activity, communicative competence, creative approach.*

## СПОСОБЫ ПОВЫШЕНИЯ МОТИВАЦИИ ПРИ ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА

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**Аннотация:** *Анализ существующих научных работ по повышению эффективности обучения показал, что одним из ведущих факторов в изучении иностранного языка выступает мотивация. Таким образом, целью данной статьи является рассмотрение способов повышения мотивации воспитанников в ходе изучения дисциплины английский язык с целью улучшения качества преподавания предмета в ВУЗе.*

**Ключевые слова:** *мотивация, иноязычная коммуникация, образовательно-познавательная деятельность, коммуникативная компетенция, творческий подход.*

## INGLIZ TILINI O'RGANISHDA MOTIVATSIYANI SHAKLLANTIRISH USULLARI

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Jahon iqtisodiyoti va diplomatiya universiteti

***Annotatsiya:** Ta'limning samaradorligini oshirish bo'yicha mavjud tadqiqot ishlari tahlili shuni ko'rsatdiki, motivatsiya xorijiy tilni o'rganishda yetakchi omillardan biri hisoblanadi. Shunday qilib, ushbu maqolaning maqsadi universitetda o'qitiladigan fanning sifatini oshirish maqsadida ingliz tili fanini o'rganish jarayonida talabalarning motivatsiyasini oshirish usullarini ko'rib chiqishdan iborat.*

***Kalit so'zlar:** motivatsiya, chet tili kommunikatsiyasi, ta'lim va bilim faoliyati, kommunikativ qobiliyat, ijodiy yondoshuv.*

Modern studies in the field of pedagogy and psychology pay a lot of attention to the phenomenon of motivation. Currently, the fact that motivation plays a huge role in the study of any subject, especially foreign languages, is generally accepted. However, the study of the problem of increasing motivation in the course of mastering English in the conditions of an average military educational institution is a little-studied aspect. Thus, the purpose of this article is to identify ways to increase motivation when learning English using the example of students at a cadet school. It is widely known that English is the official language of international studies and summits. This is the language of political negotiations and many public organizations. However, as an object whose ultimate goal is mastering the skills of foreign language communication (both verbal and written), he has a number of specific features, one of which is mastering English by learning the ability to communicate in a foreign language. Consequently, based on the actual needs and specifics of studying the subject, the most important factor in teaching speech communication in English is the motivation for learning a foreign language. Considering the fundamental concepts of motivation, that "a motive is what explains the nature of a given speech action, whereas a communicative intention expresses what kind of communicative purpose the speaker has when planning a particular form of influence on the listener" [1]. Regardless of the level and type of school, studying a foreign language, it is necessary to create such conditions in educational and cognitive activities that contribute to the development of a high level of cognitive interest in learning the English language. There are many different opinions on the definition of the types of motives that are formed in the trainees when learning English. R.A. Gottlib believes that "motivation is such a driving force that encourages a person to successfully learn a foreign language" [2].

Consequently, the motive is considered as an internal motivation of the student to learning activities, caused by the personal needs of the student, in particular, the

individual characteristics of the development of his personality. In pedagogical literature, two types of motifs are described in sufficient detail: internal and external. Internal - which develop under the influence of the student's own thoughts, his aspirations, experiences, the emergence of certain needs, as a result of which an awareness of internal necessity appears.

The primary task of the teacher is to reduce the level of influence of negative motivation and stimulate positive motives to study the discipline. That is, based on existing realities, so-called mixed-ab groups are formed. In this case, the primary task of the teacher is to "level out" the level of students' knowledge by conducting extra classes with weaker students, as well as those who have previously studied another foreign language; organization of individual work in a group; the "curatorial" organizations of stronger students over the weak. From the very beginning of the study of the English language course, the teacher needs to clearly define the line of motivation and the scope of the use of English in the future professional activities of students.

The process of modernization of the education system in the conditions of socio-economic changes in the country at the beginning of the XXI century against the background of economic, social and cultural globalization in the world and the presence of a single global information space in society actualizes the problem of improving the quality of language education in general.

In this situation, it is imperative to be tolerant of the culture and traditions of other countries, which is achieved through careful study of a foreign language. A modern specialist should not only have special knowledge, but also understand the modern picture of the world. The importance of English for significantly increased in recent decades, this growth is largely the result of two factors: the changing role of the military and changes in defense. All forces today have become more actively involved in the provision of humanitarian aid and peacekeeping operations, including international ones.

It is necessary to start developing linguistic thinking as early as possible (the ability to think in English), reason logically, be able to clearly express one's thought using all the expressive means of the language; use English as a means of obtaining and exchanging information, using a computer and the Internet to gain knowledge in various fields of science and technology, using various programs to perform calculations.

Based on the specifics of the university, it is necessary not only to teach the pupil English as a tool for communication, but also to inculcate all the skills that will be needed in a future career. To accomplish these tasks, it is necessary to identify a number of main factors contributing to the formation of a positive motivation for the pupil to learn English, the main of which, in our opinion, are: understanding of learning objectives; professional-oriented content of educational material; development of cognitive abilities; interest in the subject; emotional form of teaching by a teacher;

statement by the teacher of complex, developing the ability to independently think and decide the tasks that contribute to the development of creative activity of students; awareness of the importance of the knowledge gained; Assessment of knowledge; the formation of applied goals of language learning.

Some researchers believe that external motives are not related to the content of educational material. These include: duty, duty (the student must study the subject in order to receive a positive assessment); score (the desire to score as much as possible points for a quarter). However, here it is necessary to take into account not only the mark for the knowledge of one or another educational material, but also the motivating role of the pupil himself, which is very large. Cognitive motivation is most important in learning a foreign language. The attitude to the English language depends largely on the assessment of the importance of their professional training in their field. A large role in increasing motivation, especially at the initial stage of training, is played by various types of work used by the teacher in the classroom: lessons-discussions on various topics; Internet communication lessons (effective as a self-training option); round tables; mini-conferences in groups; test lessons; online lessons; presentation lessons and video lessons. Recently, lessons aimed at teaching pupils of a cadet school to make presentations in English both in general and in military subjects (taking into account the age criterion of students) are of considerable importance. When conducting an English lesson, the teacher widely uses the elements of country studies, which allows pupils to become more familiar with the culture of the countries of the language being studied and their traditions. Also, the use of not only academic, adapted literature, but also authentic materials influenced positive motivation. Based on the fact that the ultimate goal of learning is the fluency of communication skills, the use of authentic materials demonstrates a vivid example of original speech, which every foreign language learner should strive for. Speaking about the forms of conducting classes, special attention in the lesson deserves such a form as role-playing game. This type of training activity is a group, which is very valuable in the process of forming a military team. Role-playing is based on joint actions, a collective form of the task. In this work, the leading role is not assigned to the teacher, there is a development of such personal qualities as will, organization, resourcefulness, initiative. Role-playing game provides for the ability to be guided in the behavior by the interests of comrades, stimulates an interest in improvisation, makes them make independent decisions. All this also, of course, awakens interest in the subject and stimulates positive motivation [4]. Teachers consider the introduction of computer technologies into the learning process as a promising direction for learning English, since they contribute to the more effective formation of foreign language communicative competence of students and play an important role in the development of positive learning motivation: develop the necessary communicative skills in various types of speech activity, in an entertaining way present the sociocultural information about the country of the language being studied, form the

basis of an independent learning faculty. From a psychological point of view, computer learning in a foreign language significantly increases the level of motivational readiness to learn a foreign language, creates a psychologically comfortable atmosphere in the classroom, provides a greater degree of interactivity in communication and adaptability to the needs of a particular student [5]. Thus, analyzing the currently existing possibilities of learning English, it is possible to conclude that the effectiveness of the process of learning a foreign language depends not only on the readiness of the teacher and students and on those modern technological solutions that will find application in the classroom, but also on teacher's skills to justify the need to study the subject and implement a creative approach to the teaching of this discipline.

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