

**Formation of Motivation in Teaching A Foreign Language At School**

*Buranova Madina Uktamovna<sup>1</sup>  
Abjalilova Adiba Jasur Qizi<sup>2</sup>*

**Abstract**

The article is devoted to the urgent problem of increasing the motivation of students at school to learn English. Various methods are considered, means and ways of increasing motivation for this subject: creating a language atmosphere in the classroom, the use of videos in the educational process, songs in English language, authentic texts, the use of Internet resources, the organization of independent work of students.

**Keywords:** English, motivation, language, learning, education, activities.



<sup>1</sup>Senior Teacher of Samarkand State Institute of Foreign Languages, Uzbekistan

<sup>2</sup>Master student of Samarkand State Institute of Foreign Languages, Uzbekistan

## **INTRODUCTION**

In the modern world, the role of foreign languages is increasing. Restructuring education school, a significant increase in international relations creates certain prerequisites to improve the teaching of foreign languages. After all, knowledge of a foreign language is evidence of the level of culture and education. The scope of its application for modern man is significantly expands with the increase in interstate relations, as well as the possibility of using in its work of foreign literature. Knowledge of foreign language is currently acquiring first of all its social meaning, determined by the order about the state, the tasks that it puts before education, based on the level production, science, culture, as well as the same from the needs of the modern general state. In addition, the possibility of obtaining and continuing education abroad is not realizable without knowledge of a foreign language and as a means of communication, and as a medium obtaining new professional knowledge. Subjective, on the other hand, personal meaning is expressed by interests, goals and motives of the individual. There is a need to develop and introduce into school practice a form of pedagogical support for students experiencing difficulties in learning a foreign language . The main task of methodologists and practitioners is to increase motivation to learn foreign languages. Many problematic issues that usually arise in teachers such as:

- ✓ Should we motivate students who have learning difficulties?
- ✓ Why are some students motivated to learn the language, while others are not?
- ✓ What are the mechanisms for increasing motivation to learn foreign languages?
- ✓ How to create an atmosphere of foreign language communication in the classroom?

## **METHODS**

In the system of teaching a foreign language as a foreign language culture in the first place the means to maintain motivation are important to cognitive, developmental and educational activities. Many researchers have developed special exercises, including straight, to increase motivation. Particularly difficult is the motive education of students in the study and reflection learning grammar rules. To grammatical phenomenon was mastered and entered in spoken language, students need do a lot of exercises that requires a certain amount of patience and strength. You can increase the motivation of students if you combine the practice of grammar skills with speaking practice. Another important method of raising motivating students to study foreign by reading authentic texts (article, encyclopedia, magazine and newspaper statistically thematically related to the future profession of students). Students who are at once, on the one hand, receive an important information for them that expands their horizons, on the other - they are convinced that they there is a huge layer of information, only in a foreign language.

The issue of motive is extremely important in the process of teaching a foreign language. Motivation is of particular importance for any human activity, including motivation and knowledge. At the same time, it is noteworthy that at the first stage of learning a foreign language among schoolchildren, usually highly motivated. They want to express themselves in a foreign language, read, and learn about other countries. But in the process of mastering this rather painstaking activity, the attitude learners are changing. After all, this process presupposes a period of accumulation of knowledge, skills and abilities; overcoming difficulties, which postpones the achievement of goals. Motivation decreases, disappears counter activity, will weakens, academic performance decreases, which in turn is negative influences the motives of

learning.

In psychological science, until now, there is no common opinion in understanding the essence of motivation and its role in the regulation of behavior, nor in understanding the relationship between motivation and motive. In many works, these two concepts are used interchangeably.

Nation, which leads to the commission of an act. A.G. Kovalev analyzed the problem of motives in connection with the needs of the individual. Analysis of various definitions of motives indicates that for most authors are characterized by unity in the main thing - the understanding of the need-based nature of motivation.

Among the positively proven pedagogical measures to increase motivation to learn foreign languages, the following can be mentioned:

- 1 A variety of tasks (the same type of tasks reduces the motivation and suppresses the initiative of the student);
- 2 The opportunity for each student to speak out, without limiting the statement in time (often the student is forced to listen to the teacher's monologue, and too little time is given to his answer);
- 3 Improving the evaluation system (it should be more flexible);
- 4 Taking into account the interests of each student;
- 5 Creating a friendly atmosphere in the classroom (you need to form an adequate attitude to your own and other people's mistakes);
- 6 Encouraging the student even for the smallest success; developing self-confidence, independence from other people's opinions;

The starting point for the emergence of motivation is to familiarize students with the task lesson and acceptance by students. The very formulation of the tasks of the lesson should impress the children there, to open up a clear speech perspective for them. The formulation of the problem depends on the level learning, from age and psychological characteristics. For example, in 2nd grade, when students begin to learn English, for the wording it is worth using words such as "play", "build", "fantasize", "solve riddles", which involve game moments in the lesson. The content of the lesson, like its objectives, must also be accepted by the students. This can be achieved by strengthening personal orientation. Play exercises allow you to organize purposeful speech practice in foreign language lessons, training and activation of skills and abilities of monologue and dialogical speech, various types of interaction between partners communication, formation and formulation of diverse types of statements (descriptions, messages, information, evidence, expressions of opinion, consent, etc.) Usually the lesson begins with a speech warm-up, game exercises that can be used call to activate foreign language communication. Game exercises already at the very beginning of the lesson train children for further, active speech activity. But so that this interest does not fade away, most of the exercises in the lesson should be given a playful character, especially if they are related to memorizing and training speech patterns on a specific topic, which in itself is rather boring occupation. Psycho technical games are interesting in this regard.

## **RESULTS**

Their main functions in teaching a foreign language are: creating an internal visibility of the trainees, not necessary to present a certain situation at a training lesson; intense workout use of

the studied lexical and grammatical material. Here are examples of psycho technical games that you can use in your English class.

"Moving objects". Students are invited to recall 5-10 different severity things and imagine that they carry them, move them, shift them. Moreover, they must come and change their actions, ask others to help them, not interfere, give advice, etc.

"Imaginary situation". The teacher asks the children to imagine that they are walking in a noisy, a crowded street, and try to visualize what is happening only by the sounds walks around, and describe all the events in English, as well as listen to the steps of the individual passers-by and, by the sound of footsteps, draw for yourself the appearance of a passer-by, guess where he is going, what kind of his character, what his tastes are, with whom he talks, etc.

You can use other games that are not psycho technical.

"Fantastic animal". The student draws on the blackboard those parts of the animal's body that they call other players are playing.

"Continue the story." One of the students begins to tell the story, the other continues etc. Stories can be real or implausible and relevant to the topic being studied. In this way, students can write an unlikely story about a flight into space. Then the image tell this story in pictures. Each child received a specific task: to describe in detail the nature of the planet, the inhabitants of the planet, etc. Someone painted, someone edited. As a result, it turned out a kind of book.

The favorable decision of the questions above is primarily explained by the following.

- ✓ In most cases, the teacher the only example before the eyes of the student, whose speech he imitates. In this regard, a great responsibility lies on the teacher: he must be an excellent specialist, who is fluent in a foreign language;
- ✓ To learn a language, you need not only to want, but also to have opportunities and abilities, and students with low motivation have very limited opportunities and abilities; Formation of motivation for learning in schoolchildren in the process of learning English language can be carried out under the following conditions:
- ✓ active involvement of each student in the process of joint educational activities at English lessons;
- ✓ creating a favorable psychological climate in relationships with peers and a teacher
- ✓ integration of play and educational activities, which involves their interpenetration;
- ✓ in the process of building and organizing the plot of the game and game action, when the main structures components are filled with elements of educational activities;
- ✓ providing a meaningful plan for foreign language speech activity that meets personal characteristics of students;
- ✓ creating emotional and meaningful support that promotes inclusion in overall class performance and reducing anxiety.

It should be noted in this regard, the important the role of watching and discussing films movie in English. View lyrical film will never be equal not worth viewing the original version already because the voices of, their intonation, not to mention that the quality of translation of films is often leaves much to be desired. Not a bad effect in increasing motivation of students gives

listening to songs on English language. Watching a clip, listening sewing a musical composition, reading and translation of the corresponding lyrics favorite foreign artist festival way of learning a language. Students usually like to perform themselves favorite songs. So working with songs is not only an exercise in playing acceptance of speech by ear, but also additional the opportunity to train the skill of translation and to increase vocabulary. Formation of a stable level of training obliges teachers to select the appropriate training materials that would represent for learner's cognitive, communicative, professional value, incentive would regulate his mental activity. So, use in teaching and education foreign language cultural process tourist material creates conditions, motivating the educational process, as well as also contributes to deepening and expanding the sphere of cognitive activity students.

### **DISCUSSION**

Based on the above, the main thing that is needed to motivate students is the ability of the teacher to find such an approach to teaching the subject that children are interested in being present in the lesson. The involvement of both parties in the process is probably one of the main success factors. However, it should be remembered that if the motivation is too strong, the level of activity and tension increases, as a result of which the work efficiency deteriorates. In this case, a high level of motivation causes unwanted emotional reactions. It is necessary to find the optimum at which high efficiency is combined with the joy of learning a foreign language.

### **REFERENCES:**

1. Clement R. 1980. Ethnicity, Contact, and Communicative Competence in a Second Language. In Giles, H., Robinson, W. P. and Smith, P. M. (EDs.), *Language: Social-Psychological Perspectives*. Oxford: Pergamon Press,
2. Buranova M.U 2017. *Motivation in language learning*.
3. Dornyei Z. 2001. *Teaching and Researching Motivation*. Harlow. England: Longman.
4. Gardner RC. 1985. *Social Psychology and Second Language Learning: The role of Attitudes and Motivation*. London: Edward Arnold.
5. Noels KA, Clement R. 1996. *Communication Across Cultures: Social Determinants and Acculturative Consequences*. *Canadian Journal of Behavioral Science*, 28,
6. Yeok-Hwa Ngeow K. 1998. *Motivation and Transfer in Language Learning*. ERIC Digest,
7. Williams M, Burden R. 1997. *Psychology for Language Teachers: A Social Constructivist Approach*. Cambridge