

MOTIVATION AND APPROACHES TO LEARNING A FOREIGN LANGUAGE

*Senior English teacher - Samandarov Jasurbek
Academic lyceum under Urganch State University*

Abstract: This article covers the concept of motivation, types of motivation and factors affecting it. The article also highlights the role of motivation in the acquisition of knowledge and social contexts. It also provides information on the various authors who have worked on the concept and provides insights into the research they have conducted. Changes and consequences are studied in detail, and it is emphasized that motivation enhances the incentives to achieve one's goals and provides the desired results.

Key words: fundamental motivation, verbal and non-verbal, linguistic input, cognitive theory, intrinsic motivation, extrinsic motivation, target language, intrinsic motivation, impulse, orientation, integrative orientation, instrumental orientation, ta educational context, cultural context, autonomy, metacognitive approach, language ability.

Approaches to second language acquisition have changed significantly in recent years. In recent years, educational theories have been dominated by the principles of behavioral psychology, which recognizes that learning should be described as changes in the learner's behavior in response to events in everyday contexts. Behaviorists believe that all learning, whether verbal or nonverbal, occurs through the same basic process. Learners receive linguistic information from speakers in their environment, and they make associations between words, objects, or events. It is assumed that a person learning a second language starts with habits formed during the learning process of the first language, and these habits interfere with the habits needed for the second language.

Chomsky's theory of language is based on the hypothesis that innate knowledge allows all children to acquire the language of the environment during a critical period of their development. The middle of the twentieth century is characterized by conditioned theories of motivation associated with behavioral psychology. Behaviorists believed that humans have basic psychological needs that drive motivation. And cognitive theories are developed as psychological views of behavior. Based on cognitive theories, people not only respond to external events or physical conditions, but they also respond to their perception of these events. This perspective focuses on how people's conscious attitudes, thoughts, beliefs, and interpretations of events influence their behavior.

Humanistic views emphasize intrinsic motivation, as do cognitive approaches. Humanistic psychologists such as Carl Rogers suggested that the main motivation in people's lives is the desire to achieve personal growth and to fully achieve their inherited abilities. Based on research, there is no clear definition of motivation because there are different opinions and perspectives on what it means. Gardner's definition of motivation describes it as "action and the desire to achieve a language learning goal and a positive attitude toward language learning" and the target language community. According to Brown, "motivation is generally viewed as an internal drive, impulse, feeling, or desire that prompts a person to take a particular action," a view that includes both intrinsic and extrinsic motivation, a distinction that will be explored later. Oxford and Shearing explained that motivation is the desire to achieve a goal along with the power to achieve it.

Dörnyei explained that motivation consists of three stages: pre-active, action and post-action: In the pre-action stage, motivation must be created; it must be preserved and protected during the action phase; and in the post-action phase, students evaluate the activity that motivated them. According to Dornier, all three stages are related to different motivations that influence people.

Gardner and Lambert developed a theory of attitude and motivation in which they distinguished between orientation and motivation. Orientation refers to the goal of learning a second language, which can be integrative or instrumental. Integral orientation refers to reasons for learning a second language that emphasize students' identification with the foreign language community, while instrumental orientation refers to reasons for students to acquire a second language without the intention of integrating with the foreign language community. Gardner and Lambert argue that an integrative orientation appears to be superior to an instrumental orientation in foreign language learning.

Educational motivation in the classroom is expressed in Gardner's socio-educational model, and it refers to motivation in the classroom situation and how it is influenced by the teacher, lesson content, materials and equipment. Gardner also believes that the educational context and cultural context influence motivation.

Gardner's social-learning model was first introduced in 1979 and describes four interrelated variables in language acquisition. The first variable, social environment, refers to an individual's cultural beliefs and it both affective and cognitive play an important role in influencing individual differences. among students. The second variable includes individual differences, intelligence, motivation, language ability, and situational anxiety. The third variable, learning contexts, refers to the environment in which language is learned. The fourth variable, language learning outcomes, includes linguistic knowledge and language skills and non-linguistic skills.

Gardner proposed the model by introducing the concept of integrative motivation within the framework of individual differences divided into two components: attitude to the learning situation and "integrative". Attitudes towards the learning situation include attitudes towards the school environment, attitudes towards textbooks, the language teacher and the assessment of the language being taught. Integrativeness was seen as an interest in the second language group, with the learner demonstrating openness and identification with the target language and culture.

In addition, Gardner and Lambert introduced two types of motivation, instrumental and integrative. An integratively motivated learner is interested in the culture of the target language, while an instrumentally motivated learner is more interested in the language in terms of getting a good job or a higher salary. Gardner argues that both instrumental and integrative motivation lead to success, but a lack of either leads to problems.

He also talked about the importance of motivation in learning a second language in a school setting. Learning a second language is very different from learning other school subjects, and therefore students may have different attitudes and beliefs about the value of language learning. Based on this, Gardner hypothesized that the cultural context can influence an individual's final success in language learning and proposed a model that shows the influence of cultural and educational contexts on motivation in foreign language learning.

Based on Deci and Ryan, self-determination theory divides into two types of motivation; internal and external. Intrinsic motivation refers to the motivation to engage in learning when the activity itself is enjoyable, while extrinsic motivation is based on rewards that are not intrinsic to the activity itself. They argue that the most useful tasks in the classroom are those that increase intrinsic motivation, activities that students themselves want to engage in.

Noels argues that intrinsic motivation occurs when students are allowed more autonomy by teachers and falls into three categories: knowledge, the pleasure of knowing; to succeed, to enjoy success; and motivation, the pleasure felt in completing a task.

According to Biggs, intrinsic motivation is an important part of the relationship between metacognitive approaches to learning and academic success. Stationary and Stewart also noted that there is a positive relationship between metacognition, motivation, and academic achievement.

There are many factors that influence a person's motivation and attitude toward learning a second language, such as personality, classroom environment, and learner preferences and beliefs. However, because the current study focused on and examined factors such as gender, school type, and age, the following discussion will only include these without questioning the importance of other factors.

The study investigated the motivation and attitudes of 12- and 15-year-old students towards learning English as a second language. The age factor has been a debated issue for many years and can be found in many research studies. In this study, the link is not to the critical period hypothesis, but to the relationship of age to motivation. When it comes to teaching a foreign language or a second language, the situation is quite different from language level. In most cases, older children can acquire and understand the target language faster than those who started learning earlier. Nikolov notes that motivation is usually high when students are young, but it declines over time. Dzhigonovich found that as students get older, they become less enthusiastic. Singleton points to research by Bongaerts et al. about Dutch students who started learning English in a classroom environment after the age of twelve and were able to pronounce English in the same range as native speakers.

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