

THE ROLE OF MOTIVATION IN SECOND LANGUAGE LEARNING

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Annotation The purpose of this article is to reflect on the importance of the motivational function in second language learning. One of the most important aspects of learning a second language is motivation. Language achievement is inextricably linked to motivation because it cannot happen without motivation. Motivation is used as a concept to explain the success or failure of a language learner.

Key words motivation, second language, integrative motivation, instrumental motivation

Introduction Motivation in second language acquisition is a complicated phenomenon. It has been characterized in terms of two factors: on the one hand, learners' communicative demands, and on the other, learners' attitudes toward the second language community. If learners need to speak the second language in a variety of social circumstances or to pursue professional goals, they will recognize the communicative value of the second language and will be more driven to study it. Similarly, if learners have positive sentiments of the language's speakers, they will want greater interaction with them. Roben Gardner and Wallace Lamben created the words instrumental motivation (language learning for immediate or practical aims) and integrative motivation (language learning for personal growth and cultural enrichment through contact with speakers of the other language). For a long time, integrative motivation was thought to be the better predictor of learning achievement. However, in some instances, instrumental motivation was found to be a superior predictor. Thus, both forms of motivation have been linked to second language acquisition performance. However, in certain learning situations, distinguishing between these two forms of orientation to the target language and its community can be challenging. Furthermore, early studies tended to conceive motivation as a consistent feature of the learner. Research that is more recent stresses the dynamic character of motivation and attempts to account for changes that occur throughout time. Zoltán Dornyei created a process-oriented model of motivation with three stages. The first phase, referred to as 'choice motivation,' is about getting started and setting goals, the second phase, referred to as 'executive motivation,' is about carrying out the necessary tasks to maintain motivation, and the third phase, referred to as 'motivation retrospection,' is about students' appraisal of and reaction to their performance. A secondary school learner in

Poland, for example, is delighted about an approaching vacation to Spain and decides to take a Spanish course (choice motivation). After a few months of grammar classes, he grows dissatisfied with the course, discontinues attending classes (executive motivation), and eventually chooses to discontinue the course teachers' motivating techniques. A week later, a friend mentions a fantastic Spanish conversation course she is taking, and his 'chosen motive' is reactivated. He chooses to enroll in the conversation course, and in only a few weeks, he has acquired basic Spanish conversational skills as well as a sense of success. His level of pleasure is so high that he decides to enroll in a more advanced Spanish course after returning from his trip to Spain.

Motivated students, in a teacher's opinion, are those who actively participate in that, demonstrate interest in the subject topic, and study extensively. Teachers also have a greater effect on these behaviors and the motivation they reflect than on students' motivations for learning a second language or their opinions regarding the language and its speakers. Teachers can contribute to students' motivation to learn if their classrooms are places that students enjoy coming to because the content is interesting and relevant to their age and level of ability, the learning goals are challenging yet manageable and dear, and the environment is supportive. Teachers must also remember cultural and age variations will influence the best approaches to encourage students.

The studies looked on how pedagogy interacts with motivation in second/foreign language classes. A research by Marie Guilloteaux and Zoltán Dornyei looked at the relationship between instructors' motivating practices and students' motivation for second language learning. It was a large-scale research with 27 teachers and over 1,300 students in Korean English as a Foreign Language courses. Observations in the classroom were used to characterize the instructors' motivating tactics. MOLT stands for Motivation Oriented Language Teaching. MOLT revealed 25 instructors' motivating techniques that were reasonably simple to describe and monitor. They were split into four groups, which are detailed below, along with instances of motivating behaviors exhibited in each.

1 Teacher discourse: generating interest or curiosity, increasing autonomy, stating communicative purpose/utility of action.

2. Structure of participation: group work/pair work.

3. Individual competition, team competition, intellectual challenge, concrete task product are the three activity designs.

4. Promoting positive retrospective self-evaluation and activity design through effective praise, elicitation of self/peer corrective sessions, and class applause.

The learners' motivation was assessed in each class based on their level of participation. During activities, the proportion of students who paid attention, actively engaged, and gladly volunteered was measured. Engagement in each observed class was measured using a three-level scale: extremely low (a few learners), low (one-third

to two-thirds of the students), and high (more than two-thirds of the students). Learners also answered a questionnaire regarding their motivation levels in their EFL class. The researchers discovered strong positive relationships between teachers' motivating practices, learners' engagement behaviors, and questionnaire self-reports. The researchers admit that correlation data do not imply cause-and-effect correlations. Nonetheless, the findings are significant since they are the first to give 'any empirical data about the real, classroom-specific influence of language instructors' motivating tactics.

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