

**MOTIVATION IN DEVELOPING ESP STUDENT'S COGNITIVE ACTIVITY
IN THE PROCESS LEARNING ENGLISH**

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Abstract. One of the most crucial elements in learning English for a specific reason is motivation. Language proficiency is inextricably tied to motivation in that it is impossible to attain without it. In other words, motivation is a term used to describe a student's success or failure in learning the English language for a particular goal. Traditional thinking views cognitive activity as a distinct subset of mental activity. When learning English for specific purposes, motivation can be a key factor in cognitive activities. Because of this, the article explores the role that motivation plays in the growth of ESP students' cognitive activity as they learn the English language. The research's findings indicate that motivation is crucial to the cognitive activity of ESP students.

Keywords: English language, learning process, factors, motivation, cognition, cognitive activity, ESP students.

A form of desire for learning is motivation. The students should initially be motivated to learn the language before teaching English for specific purposes. There are several variables that affect learning English for specific purposes.

According to Dornyei, motivation is what first spurs people to start learning English for specific purposes and later serves as the incentive for continuing the protracted and frequently laborious learning process [1, 117-135].

Additionally, all the other elements that go into learning English for specific purposes assume motivation to some extent. It is hoped that by providing enough incentive, even people with limited abilities will be able to attain long-term objectives, and that an appropriate curriculum combined with effective instruction will be enough to guarantee student achievement. High motivation can also mask serious shortcomings in linguistic proficiency and learning environment.

Motivation is therefore seen as a key component in learning the English language. We are aware that cognitive exercises can help someone learn the English language. The article's goal is to demonstrate the significance of motivation in cognitive activity.

A person's orientation to the environment depends heavily on their cognitive abilities. The fields of philosophy, sociology, pedagogy, and psychology are among those that study it. Cognitive activity and independence can significantly enhance the

entire cognitive process. In order to engage cognition and foster cognitive independence, an educational process must employ a variety of techniques.

Cognitive activity and independence are traits of human cognitive actions and, at the same time, crucial features of a person able to comprehend the environment while it is undergoing change. These characteristics are described as the subject's emotional volitional, moral, and intellectual preparedness to comprehend. The tension of mental forces, the display of initiative, cognitive interest, and efforts to learn are typical interpretations [4].

The following indicators of educational cognitive activity include:

- the selectiveness of the approach to the objects of cognition;
- setting one's own goals and tasks;
- transforming the object into an activity intended to solve a problem;
- the desire to learn new things;
- aim perception;
- inventive search for methods and approaches to address the issue;
- implementation of these techniques to fulfill the objective;
- effort made voluntarily;
- tension, concentration, and sustainability of attention;
- mental activity;
- a desire to depart from the norm;
- initiative [5, 32];
- an aspiration to be motivated by their own interests to engage in the activities;
- active application of learned information and abilities;
- a desire to impart fresh knowledge to others;
- emotional engagement with the task; - readiness to act (attentional focus and response to setbacks);
- the drive to overcome them and the desire to complete training exercises;
- the freedom to choose what to do during spare time, including the choice of books and activities. [2, 104–109];
- cognitive purposefulness, demonstrated in pupils' verbal and nonverbal behavior, and qualitative topic understanding (high final score).

When examining cognitive activity, researchers also consider whether a student is prepared to actively master knowledge through sustained, methodical volitional efforts, the capacity for self-study, independence in planning, organization of the cognitive process, and monitoring and evaluating the outcomes.

The emergence of motivation is closely related to the development of cognitive activity. One of the most important rewards for learning is motivation, which is selective [3, 45-54]. Knowledge is better learned when there is a great interest in mastering it; interest is the person's assessment of the subject as something worthwhile

and alluring.

The review of psychological and educational literature reveals that there are various theories about how motivation affects ESP students' cognitive development. Let's examine a few of them:

1. According to one definition of cognitive activity, it is "a person's various subjective (curiosity, attentiveness, will, motivation, etc.); goal-oriented complex education acquired, strengthened, and developed under the influence of objective (environmental conditions, teacher's personality, teaching methods, and methods) factors."

2. Cognitive activity is demonstrated by a person's capacity to deliberately and intentionally acquire the requisite professional knowledge and continuously advance in his field of endeavor.

3. Cognitive activity is "the intellectual-emotional response to the learning process, the desire for practical and intellectual activity that determines the growth in knowledge, the propensity to study, to complete personal joint tasks, interest in working with the teacher and other students."

4. Cognitive activity is seen as a personal trait expressed in independent, proactive behavior, which leads to the formation of professional knowledge.

As seen from the examples above, the definition of cognitive activity varies depending on the research situation. A reason in this situation might be a practical interest in a subject, the "easiness" of the educational content, or hard-working, positive-emotional readiness for the lesson.

The appearance type dominates motivation, such as the fear of punishment for receiving a poor grade. Simple cognitive activities, repetition of previously acquired data, and attentiveness are only a few examples of the minimal learning skills that make up practical content (also known as the operational component).

The relationship between information knowledge and cognitive activity in students is evident in the above-described structure, and information activity is provided through the ability (search, analysis, selection of information). The bare minimum of operational content for cognitive activity is a student's capacity to carry out universal learning acts related to perception, interpretation, and evaluation of information. The base for the systematic level growth of students' cognitive activity is the knowledge that students learn while studying English for a particular goal.

Conclusion. The investigation that has been done reveals that a variety of elements influence ESP course success. One of the most crucial factors is motivation since it allows ESP students to study English with a lot of interest. Because of this, the essay discussed the need of motivation when learning English for particular goals. In that situation, motivation is taken into account as a source for enhancing the cognitive activity of ESP students. The cognitive activity is a rigorous learning process that is

tailored to each person's needs. As long as a person has a high level of cognitive independence, cognitive activity is a personality trait that develops during the process of cognition. Overall, ESP students should be encouraged to develop cognitive skills.

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