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## THE DEVELOPMENT OF THE MOTIVATION OF THE STUDENTS OF NON-LINGUISTIC SPECIALTIES

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**Annotation.** The article examines the development of motivation to learn a foreign language among students of non-linguistic specialties at the stage of university education, as well as the creation of certain pedagogical conditions that have a positive effect on motivation to learn a foreign language.

**Аннотация.** В статье рассмотрено развитие мотивации изучения иностранного языка у студентов неязыковых специальностей на этапе вузовского обучения, а также создание определенных педагогических условий, оказывающих положительное воздействие на мотивацию изучения иностранного языка.

**Annotatsiya.** Maqolada universitet ta'limi bosqichida nomutaxassislik yo`nalishlari bo'yicha chet tilini o'rganish motivatsiyasini rivojlantirish, shuningdek, chet tilini o'rganish motivatsiyasiga ijobiy ta'sir ko'rsatadigan muayyan pedagogik shart-sharoitlarni yaratish ko'rib chiqiladi.

**Key words:** Motivation and its types, reasons for decreased motivation, pedagogical conditions for the development of positive motivation.

**Ключевое слова:** Мотивация и ее виды, причины снижения мотивации, педагогические условия для развития положительной мотивации.

**Kalit so'zlar:** Motivatsiya va uning turlari, motivatsiyaning pasayish sabablari, ijobiy motivatsiyani rivojlantirishning pedagogik shartlari.

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The success of any action usually depends on the extent to which individuals strive to attain their purpose, along with their desire to do so. In general people have come to refer to this psychological factor – the impulse that generates the action – as motivation. As the term itself indicates, it is a “motive force”, something that prompts, incites or stimulates action. According to the Short Oxford English Dictionary, motivation is “that which moves or induces a person to act in a certain way; a desire, fear, reason, etc. which influences a person’s volition: also often applied to a result or object which is desired.”

To think of motivation as belonging only to the initial stages of an action, - that is as concerned with arousing initial interest and turning it into a decision to engage in some activity – is only a limited understanding of the term. The need to maintain this state of arousal, to determine someone to make the necessary effort to complete an action is also of great importance. This idea is reflected in the definition given by Williams and Burden [1] who see motivation as “a state of cognitive and emotional arousal, a state which leads to a conscious decision to act and gives rise to a period of sustained intellectual and/or physical effort”. Thus, intellect and affect combine with volition and perseverance to result in what is known as motivated behavior. The same idea is conveyed in different words by R.C.Gardner who seems to explain the term with the precision of mathematical demonstration: motivation is a combination of effort plus desire to achieve a goal plus favorable attitudes towards the goal to be accomplished [2].

Thus the simple existence of desire, strong reasons for doing something or favorable attitudes towards a particular thing or action do not reflect motivation in and of themselves. The same R.C.Gardner gives the example of individuals who may have a strong desire to do something or may enjoy an activity and who cannot be considered motivated, since their intentions are not linked with a striving to accomplish that particular thing. Similarly, a person can put a great deal of effort toward a goal without being necessarily motivated: the decision to accomplish

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something may be triggered by different causes, both internal – such as interest, curiosity, or even a general desire to achieve – and external ones such as another person, social pressure, material rewards, etc.

The Concept of Motivation Each concept or idea has its own history determined by the general evolution of human thought. For many years, the understanding of the term and the research on motivation were dominated by the so-called drive reduction theories. Psychologists identified a large number of human needs (both biological and psychological ones), all of them causing inner tensions, which had to be released in one way or another.

Such assumptions might have brought into the light the problem of motivational intensity (i.e. the degree of effort the individual expends to achieve a goal), but they are not sufficient in themselves: focusing only on intensity does not completely describe the concept of motivated behavior.

The first decades of the 20<sup>th</sup> century marked an important contribution in the definition of motivation as concept. During the 1920s and 1930s, most behavioral psychologists were committed to a no introspective study of human behavior that concentrated mainly on what could be objectively observed, described and measured, without resort to the presumption of inner motives or innate mechanisms as determinants. Since much of overt human behavior takes the form of actions repeated in similar circumstances, learning theorists of that period focused on habits and the way in which they were acquired (the theory of stimulus – response and reinforcement). In practice, the overemphasis on tedious mechanistic processes to which the student was not expected to make any spontaneous or personal contribution, left little room for the idea of doing something for pleasure or satisfying a subjective purpose and interest. However, behavioral psychologists were the first to recognize the power of feedback as a motivating influence, though the latter was largely considered in terms of external forces (i.e. what specific conditions give rise to what kind of behavior and how the

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consequences of that behavior affect whether it is more or less likely to happen again). Several other motivational strategies used by teachers all over the world have their roots in the principles of Behaviorism: the importance of stimuli survives in the form of giving pupils meaningful, relevant and interesting tasks to do and the importance of response, praise and encouragement for the learners’ positive efforts cannot be contested by anyone.

Another important step in the evolution of the concept of motivation was the appearance of cognitivist, a trend emerging as a reaction to Behaviorism.

This view on learning put motivation (i.e. the inner desire to do something leading to a conscious decision to act and sustained effort) at the basis of any action.

Though language teaching has never adopted a methodology based on Chomsky’s work, his ideas opened the way to Krashen’s theory of language acquisition, to socio-linguistics and humanistic approaches.

Although they bear different names, all these trends are based on the belief that the individual learner is the center of the learning process.

The natural order hypothesis and the theory of the affective filter have come to emphasize that learners make sense of various external influences in ways that are personal to them so, according to their internal disposition, they will allow or prevent the exterior input to be received; hence, the importance of creating a relaxed atmosphere in the language classroom and of adopting a positive attitude towards the learner. Certain language points may take learners some time to absorb, so praise and encouragement will keep motivation up.

Another factor influencing student motivation is the perceived value of an activity. In 1960s and 1970s, the promoters of socio-linguistics threw light upon the fact that, in order to communicate effectively in a foreign language, people need to know more than how to express ideas in correct grammatical terms. They also had to be aware of appropriate levels of language to use in different situations [3]. The necessity of teaching language as it was used every day, real-

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world situations and the importance of numerous receptive activities were reflected in the creation of syllabuses designed to serve the actual social, cultural or vocational needs of the learners. The application of humanistic theories in practice has resulted in the incorporation in the language-learning materials of activities for expressing one’s feelings, for sharing one’s values and viewpoints with others.

New methods such as Community Language Learning, the Silent Way, Total Physical Response, role-play and drama techniques are meant to help more inhibited students to express themselves freely. Foreign Language Teachers have become conscious of the fact that individual students have preferred modalities of learning, that what is good for one is not always good for everybody. They have been encouraged to adopt a more flexible outlook upon the process of language teaching, adapt their programmes to the needs of their students and the area where they are teaching.

As indicated in this paper, motivation is a crucial factor in learning a foreign language, which is influenced by different variables: personality variables, the attitudes of learners, their learning styles, and even the power relationships between languages.

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