

## THE NOTION OF MOTIVATION AND ITS IMPACT ON LEARNING A FOREIGN LANGUAGE

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### ABSTRACT

This article discusses motivation towards learning a foreign language of non-linguist students.

**Keywords:** motivation, motive, education, foreign language

### АННОТАЦИЯ

В данной статье рассматривается мотивация к изучению иностранного языка у студентов не лингвистов.

Ключевые слова: мотивация, мотив, обучение, иностранный язык.

### ANNOTATSIYA

Ushbu maqolada tilshunos bo'lmagan talabalarning chet tilini o'rganish motivatsiyasi muhokama qilinadi.

**Kalit so'zlar:** motivatsiya, motiv, ta'lim, chet tili

### INTRODUCTION

One of the most discussed topics among scholars appears to be motivation, specifically, motivation towards learning. They admit that motivation is the fundamental issue in order to teach a foreign language; however, one concrete definition has not been deduced so far.

The term motivation was not called like that but the meaning had existed before Christ period. Back to history, in IV century BC Greek scholar Aristotle went further the idea that human being is led by independent motives which are different appeared by human's necessity. They are belief, satisfaction, magnificence, pride, tolerance, sincerity, conversation, social communication, norm, truthfulness and such feelings affected people. Another scholar G.U. Beecher defined motivation as "God made humans live with motives, they are without motives look like ship without sail, air balloon without air who cannot go anywhere. If the reason which pushes the person is found and pressed, the key to success will be twisted".

### METHODS

There are numerous definitions led by various scholars. They enquired several questions so as to find the motivation or what made people do something like "Why are people busy with particular activity?", "Why do people do activity in general?", "Why are people doing

particular activity right now, not another activity?”, “Why do people try to finish one activity when they start doing?”. The notion motive answers second question. The drive theory is considered as a factor that maintains mental balance of motivation. If organism feels lack of water, its all action will be concentrated to fill the scarcity. Later scholars developed this theory with psychological needs. It included such feelings like support, success and recognition. In education, especially, in tertiary education system, enthusiasm of students can be observed. If the reason of enthusiasm is found and applied in teaching, of course, it affects positively on didactic process. When classifying the motivations that encourage a person to act, researchers attach great importance to the motives that are directly related to the purpose of the activity. In educational activities, setting goals and focusing training on them is one of the main principles. therefore, students' understanding of the general educational, upbringing, practical and developmental goals of educational activities and connecting them with their personal goals is the reason for the formation of motivation. The strength of motivation depends on a clear understanding of the purpose of the activity.

## RESULTS

There is another theory that proves the connection between the didactic process and motivation, which is the division of the structure of teaching (didactic process) into three interrelated components by V.P. Bespalko. according to him, the didactic process (DP) consists of the motivation of learners, the algorithm of activity (learning activity of the student) and the management algorithm (management of learning activity (by the teacher, textbook, technical means of teaching)). This definition is expressed by the following formula.

$$DP=M+AA+MA$$

Bespalko's mention of motivation as the first component of teaching indicates that it is the main essence of the educational process. According to A.N. Leontov's definition, "in order to educate learners, it is first necessary to educate their attitude towards that knowledge". The process will be effective only if the learner is interested in the educational practice. It is important to emphasize that the student cannot be taught anything if he does not understand or does not want to learn the material. It is known from Bespalko's definition that the motivational stage in the didactic process allows the student to achieve a high result in quick and easy access to educational activities, and the mechanism of activity is short and effective. Maintaining activity at the desired level depends on the organization of the activity, how much it is accessible to the student, understandable to him, and how successful the results and the quality of learning are. It is not enough to improve the teaching process, as is usually observed, only through teachers, textbooks and manuals. Teacher-student cooperation is effective only after motivational support. If this sequence is not fully ensured, it is unlikely that the teaching process will give the expected result and the efficiency of the students' educational activity will increase.



## **DISCUSSION**

In the present period, the motivation of educational activity has been formed as a separate pedagogical problem. Despite the fact that republican and foreign scientists have studied educational motivation based on the criteria of psychology and pedagogy, until the 90s of the last century, there were almost no attempts to study this issue methodologically. G.V. Rogova believes that motivation is a component that determines the effectiveness of classes. It is no coincidence that I.A. Zimnyaya's definition of motivation as a "mechanism that activates any human activity" is found in the works of many researchers in the field of pedagogy and methodology. Motivation, as a relatively variable phenomenon, undergoes various changes depending on social and economic situations. This makes the question of motivation relevant that requires constant study. Due to the fact that motivation is influenced by social motives based on the needs of society, there are such types as its external motivation: social and personal motivations; internal motivation: positive and negative motivations; distant (distant, delayed) and near (current) motivations. J. Jalolov explained motivation as a tendency to perform speech activity, willingness, internal motivation, speech inclination. Methodological sources describe three categories of motivation:

1. perspective (going abroad, using the language in one's work);
2. related to the near future (participation in events, contests, etc.);
3. motivations aimed at fulfilling the teacher's task. The last one is conditionally called as close motivation.

## **CONCLUSION**

As a result of the analysis of research on motivation and its importance in education, it can be concluded that modern psychologists, pedagogues and methodologists put forward a common opinion, that is, the quality and result of the performance of activities depends, first of all, on the desire and need of the individual, on his motivation. It is motivation that is a specific goal-oriented activity, and it is a specific force that determines the means and methods for achieving goals.

Motivation in relation to educational activities is a source of activation of students' training and the main condition for increasing the effectiveness of the educational process. The clearly defined motivational base of this process is the primary basis for the formation of ways to develop students' interest in learning a foreign language in relation to their professional activities. As a result, it encourages the formation and development of students' perspectives on foreign language learning related to their future professional activities.

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