



MOTIVATION THAT STUDENTS BRING TO CLASS IS THE BIGGEST SINGLE FACTOR AFFECTING THEIR SUCCESS

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Abstract

As parents and instructors are well aware, motivation varies based on the particular scenario, the people involved, the activity, and the location. A youngster with a learning handicap may be a hesitant reader who avoids reading a scientific assignment or completing a homework assignment yet readily absorbs what the teacher displays about water vaporization in a science lesson. For each student, the goal is to discover what inspires them.

Keywords: English, science lesson, Students' motivation

INTRODUCTION

Every driven person eventually figures out that there's a whole lot of feel-good time wasters out there that suck us because they feel like work, and browsing endless lists of motivational phrases are no exception. And yet, there's hidden value in finding a concise expression that perfectly distills our own beliefs.

Motivation is an internal impulse, a prompting for action, that aids the learner in completing what he began. It is important to practically every action, promoting and directing it. There is no activity until there is no incentive.



It's understandable if pupils lack the ambition to study everything. It's conceivable that their school / college / university curriculum isn't very inspiring to them. They, on the other hand, can't wait to learn about the dolphin lifestyle, try out a new dish, or swap out a vehicle wheel.

Motivation to study is most likely motivated by a personal interest in the subject or a necessity for the information.

Even genuinely successful people show some reverence to [a favorite inspirational quote or two](#)—to get through hard times, remember an important personal principle, or even get some inspiration to [be more productive while working from home](#). In business and life, quotes are short bits of wit and wisdom that are easy to revisit when we need them.

Deep motivational quotes

1. “We cannot solve problems with the kind of thinking we employed when we came up with them.” — Albert Einstein
2. “Learn as if you will live forever, live like you will die tomorrow.” — Mahatma Gandhi
3. “Stay away from those people who try to disparage your ambitions. Small minds will always do that, but great minds will give you a feeling that you can become great too.” — Mark Twain
4. “When you give joy to other people, you get more joy in return. You should give a good thought to happiness that you can give out.”— Eleanor Roosevelt
5. “When you change your thoughts, remember to also change your world.”—Norman Vincent Peale



6. “It is only when we take chances, when our lives improve. The initial and the most difficult risk that we need to take is to become honest. — Walter Anderson

7. “Nature has given us all the pieces required to achieve exceptional wellness and health, but has left it to us to put these pieces together.”—Diane McLaren

In order to learn, motivation must be there. According to the findings of the study, motivation has a bigger impact on pupils' mathematical performance than IQ level.

The researchers discovered that IQ was connected to student achievement in arithmetic, but only in the early phases of competition in this domain. The most important criteria in the effective development of higher math skills were students' high motivation and abilities. Students that performed well in school were naturally driven and able to apply abilities like explanation, synthesis, and searching for connections with previously learned knowledge. In comparison to individuals who did not feel personally motivated, they avoided memorizing by memory and made more obvious progress in arithmetic mastery. Students' IQ levels, on the other hand, have no relation with their mathematical proficiency.

To sum up, I found it essential to keep students motivated to learn. The reason is: Motivation enhances effort and tenacity in completing tasks; it gives the “green light” for initiative; it improves cognitive ability; and, finally, it improves overall performance. (Cerdán & Cerdán, 2021)

SUGGESTION

The findings of this analysis give us an outlook of how it needs a long learning process for language learners in order to build up their awareness in integral accuracy and to minimize the interference the communication of their L1. Therefore,



to improve their integral understanding, students should have a good memory of listening knowledge in order to have a thorough control of English language in the written form as well as in the spoken

REFERENCES

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