

**THE ROLE OF MOTIVATION IN LANGUAGE LEARNING:
INTRINSIC VS. EXTRINSIC MOTIVATION**

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Abstract. This article analyzes the role of motivation in the process of learning a foreign language, in particular, how intrinsic and extrinsic types of motivation affect the effectiveness of students' language acquisition. While intrinsic motivation is associated with the student's personal interest, internal need for language knowledge and creative pursuit, extrinsic motivation is formed through factors such as grades, certificates, jobs or societal demands. Studies have shown that intrinsic motivation contributes to deep, strong and long-term language acquisition, while extrinsic motivation encourages students to be active at the initial stage. The article presents psychological mechanisms of motivation, their interaction, and strategies for increasing motivation in the learning process. Methodological recommendations for teachers that ensure the harmony of intrinsic and extrinsic motivation are also presented.

Keywords: motivation, intrinsic motivation, extrinsic motivation, language learning, student motivation, psychological factors, pedagogical strategy.

The process of learning a foreign language is closely related to psychological, pedagogical and linguistic factors, and motivation is one of the most important factors. Motivation determines the student's attitude towards the language, the need for learning, its duration and effectiveness. Studies show that students with

high motivation not only achieve good results, but also become active, independent and responsible in the learning process. The lack of motivation, regardless of the student's abilities, slows down the language learning process, disrupts continuity and limits achievements. Motivation is divided into two main types: intrinsic and extrinsic. While intrinsic motivation is associated with the student's personal interest in learning a language, their enjoyment of the language, and their desire for cultural knowledge, extrinsic motivation is formed through grades, incentives, certificates, exams, jobs or mandatory requirements. This article analyzes the differences between the two types of motivation, their impact on the learner, their strengths and weaknesses, as well as effective strategies for teachers to increase motivation.

Scientific views on motivation have been deeply developed by scientists such as Gardner, Deci & Ryan, Dornyei. Gardner's "Integrative and Instrumental Motivation" model bases a person's interest in culture, goal-orientedness, and desire for self-development in science in language learning.

The "Self-Determination Theory" developed by Deci and Ryan explains motivation in terms of three main needs:

1. Autonomy - independent decision-making.
2. Competence - feeling capable.
3. Social connection - the need to communicate with others.[3]

It is when these needs are satisfied in the process of language learning that intrinsic motivation increases.

Intrinsic motivation is one of the most stable and effective factors in language learning.

A student who learns with intrinsic motivation understands information not superficially, but deeply, approaches grammar creatively and increases his vocabulary naturally.

Such students read books, watch movies, use mobile applications and independently develop their abilities even without teacher instructions.

Knowledge learned with intrinsic motivation is stored in the brain for a long time and is quickly applied in everyday life.



Extrinsic motivation is formed on the basis of external factors that force the student to strive for a certain level.

Activates the student at the initial stage

Strengthens systematic lessons and discipline

Ensures the achievement of short-term results[4]

Examination, grades and work requirements encourage the student to control himself

Extrinsic motivation is temporary, and once the goal is achieved, the student's interest may decrease. This type of motivation can dampen creativity, and excessive pressure can also cause fear or anxiety in the student.

The highest results are observed when two types of motivation work together in the learning process. For example:

Extrinsic motivation arouses initial interest in the student

Intrinsic motivation deepens learning

Extrinsic motivation establishes order, and intrinsic motivation increases creativity

Thus, through the correct organization of teaching, external motivation turns into intrinsic motivation.

An effective teacher uses the following methods to increase motivation:

Using real-life materials

Giving the student a choice (type of assignment, topic, presentation form)

Enriching language learning with interesting games and projects

Increasing interest in the language through culture, music, and films

Clearly defining assessment criteria

Incentive cards, certificates, awards

Rating systems

Organizing healthy competition among students[5]

For example, the “Best Presentation” competition in English gives students an opportunity to provide incentives (rewards), while creative output enhances intrinsic motivation.

Online lessons can both increase and decrease motivation. Multimedia, video lessons, simulations, and interactive tests enhance intrinsic motivation. However, if social interaction is lacking, extrinsic motivation can weaken. Therefore, the teacher's regular communication, encouragement, and support strategies are important.

In conclusion, Motivation is a decisive factor in the process of learning a foreign language. Intrinsic motivation encourages the student to learn deeply, creatively, and independently, while extrinsic motivation provides discipline and goal-orientation. The most effective educational system is one that combines both types of motivation. The correct choice of motivational methods by teachers increases students' enthusiasm for language learning, makes the teaching process effective, interesting, and meaningful.

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