

THE ROLE OF MOTIVATION IN SECOND LANGUAGE ACQUISITION

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Abstract

Motivation is considered one of the most salient psychological constituents that significantly affect second language acquisition. Indeed, motivation significantly determines the extent of involvement, effort, and tenacity that learners must exhibit in the language learning process. Moreover, the abstract touches upon the roles of different internal and external factors that play a pivotal role in shaping motivation, such as the attitude of learners, learning environments, instructors, their cultural experiences, as well as their own goals. Recent studies show that learners with strong motivation usually demonstrate greater language competence in reading, writing, listening, as well as speaking skills, as this component significantly affects the practice carried out by learners. This study accentuates that motivation remains a dynamic component that keeps on fluctuating, and instructors must use different motivational techniques in order to establish positive environments.

Keywords: motivation, second language acquisition, L2 learning, learner psychology, self-determination theory, L2 motivational self system, language teaching.

Introduction

Second language acquisition (SLA) is a complex, multifaceted procedure that involves cognitive, social, emotional, and psychological elements. In this, motivation takes a pivotal place that helps form the readiness, willingness, and eagerness of the learner with regard to foreign language acquisition. Whether the second language acquired is English, Turkish, German, or any other language, the more motivated learners always demonstrate greater effort, more extensive learning strategies, and higher endurance levels in difficult situations. Motivation as a topic has been widely researched for over four decades. There was a consensus that motivation was more than a person's preference, as it is a powerful force that affects not only classroom performance but also the acquisition of the target language. Motivation, in most cases, is the determinant that explains the difference between those who may do well even in adverse environments compared to those who may not do well even with good material.

This essay will attempt to give a thorough overview of the importance of motivation within second language acquisition. First, this essay will focus on some of the most prominent theories. After that, this essay will examine different types of motives, as well as variables that may influence them. Moving on, this essay will examine different language skills like reading, writing, speaking, or listening, as influenced by motives. Finally, some recommendations will be presented for both teachers as well as language learners.

Gardner's Socio-Educational Model. Another, more traditional, theory is that of Gardner's socio-educational model (1985). Gardner's socio-educational model describes motivation as a combination of three elements: effort, desire, and positive attitudes towards the acquisition process. His model includes two different types of motivation: Integrative motivation: wanting to be identified with the foreign language speakers. Instrumental motivation: motivates language learners through such incentives as getting a job, taking an exam, or traveling.

Gardner argues that the motivation for integration is more effective, as it promotes enhanced cultural knowledge.

- * Self-Determination Theory (SDT).

- * Deci & Ryan's (2000) self-determination theory categorizes human motivation as Intrinsic & Extrinsic.

- * Intrinsic: Motivated through interest, curiosity, and pleasure.

- * Extrinsic: Motivated through external rewards, such as rewards, certificates, or approval.

According to SDT, better learner performances are achieved through the satisfaction of basic psychological needs, such as autonomy, competence, and relatedness. In second language acquisition, this entails that learners attain some degree of control, feelings of self-efficiency, and social interactions. Dörnyei's L2 Motivational Self System. Dörnyei (2005, 2009) proposed one of the most recent models in the field of motivation studies within language acquisition. This comprises: Ideal L2 Self: Personal visions of oneself as effective future bilingual speakers. Ought-to L2 Self: Socially imposed expectations that prompt the learner. L2 Learning Experience: Motivations derived from environmental, teacher, or immediate experiences of education. Evidence indicates that visions of a positive future self enhance motivational levels, particularly within the group of young adults.

Dynamic Motivation Theory: Currently, studies on motivation regard it as dynamic, that is, something that varies. Motivation may increase or diminish, depending on different variables, such as emotional experiences, progress, or events. Thus, the teacher must participate in keeping the students motivated.

Categories of Motivation for Second Language Acquisition

Intrinsic Motivation

Intrinsic motivation is considered the most robust form of motivation. Intrinsically-motivated students will participate in activities such as reading, writing, listening, or conversing because they enjoy them, as opposed to being forced by some external stimulus. Intrinsically-motivated students will often display higher fluency as they will do the language on their own free will.

Extrinsic Motivation

Extrinsic motivation is indeed important, particularly when studying for examinations or working towards academic objectives. Many models, some of which include Multilevel, IELTS, TOEFL, or university entrance prerequisites, provide substantial amounts of extrinsic motivation. Although extrinsic motivation may provide sufficient stimulus in the short term, this motivation might give way if it is not accompanied by internal interest.

Integrative Motivation

Students with admiration for a culture, such as English-speaking, Turkish-speaking, or other cultures, show a higher rate of perseverance. Factors such as culture, music, movies, as well as contact with native speakers, increase integrative motives greatly.

Instrumental Motivation

Instrumental motivation is highly practical. It revolves around specific goals such as getting a job, studying abroad, or getting improved academic results. Quite a number of adult learners rely on this type of motivation.

Factors that Impact Motivation within SLA

Learner Attitudes and Beliefs Having positive attitudes towards the target language helps enhance motivation. Negative attitudes, such as "I'm too old" or "My English is poor," may impede progress. **Role of the Teacher** Teachers significantly influence students' levels of motivation. With supportive, enthusiastic, and well-organized instructors, schools provide a secure environment where students can take risks in productive speaking. **Learning Environment** A motivating environment would feature interactive elements, task-based activity, proper use of technology, as well as the use of real material, whereas repetitive tasks will surely demotivate. **Cultural Exposure** Being exposed to movies, songs, books, as well as conversations with foreigners, helps enhance integrative as well as intrinsic motivation. **Goal Orientation** Having specific, measurable goals, whether on a daily, weekly, or monthly basis, will allow students to monitor their own progress. Once they see improvement in their reading, writing, or speaking abilities, their motivation will increase.

Social and Family Support

Family, friends, classmates, or study partners who support the learner are greatly valued as they serve as the stimulus that keeps learners motivated. Motivation within a person remains high if their family, friends, or colleagues show them that they care.

Impact of Motivation on Reading, Writing, Speaking, and Listening

Reading Skills

When students are motivated, they read more, read more challenging material, and increase their vocabulary. Having a strong reading motivation is closely linked with positive educational results.

Writing Skills

Writing requires a strong motivating force, as writing is a skill that requires discipline. Motivated students will more likely show improvement in grammar, composition, or organization.

Speaking Skills

Motivation directly affects the learner's readiness to speak. Highly motivated individuals will speak more in a classroom, speak with confidence, take risks, participate in speaking clubs, and as such, attain higher fluency faster.

Listening Skills

Listening requires focused attention. Engaged learners will be better inclined towards listening podcasts, movies, as well as shadowing activities. In the long run, this assists learners in comprehending varied accents as well as more complex audio.

Obstacles that Impact Motivation

Language anxiety is prevalent. Fear of being judged may impede opportunities in speech-based tasks.

Perceived Lack of Progress A lack of perceived progress will undermine motivation, no matter the real progress being achieved. Study, Practice, Exams give people some extrinsic motivation, although there can be some negative effects of pressure. **Limited Exposure** Studying a foreign language in the classroom without the application outside of the classroom may dampen your motivation. Studies show that motivation wields a strong predictive force in determining second language acquisition mastery. Motivation not only drives intellectual endeavors but also shapes resilience, self-esteem, and effort levels. Motivational models demonstrate that second language acquisition encompasses more than mere intellectual endeavors, involving elements of identity, socioeconomic goals, and affect. Also, motivation keeps fluctuating. Therefore, there must be a joint effort between the learner and teacher if a proper motivational balance is to be achieved. Motivated individuals always experience gainful knowledge acquisition.

Conclusion

Motivation is a crucial, complex, and multifaceted component of second language acquisition. Motivation affects a student's activity, efforts, tenacity, as well as their affective involvement in the second language. Integrative, as well as internal, motivation encourages higher levels of long-term competence, together with instrumental, as well as external, motivation that delivers quick results in studying for

examinations. To increase motivation, language instructors might use positive classroom environments, autonomy, positive feedback, as well as real, authentic tasks. Meanwhile, language students would do well to focus on their own goals, self-esteem, as well as use authentic language materials. Motivated or unmotivated students will greatly depend on educational method effectiveness, so that with low motivation, the most effective method might show low results, whereas with strong motivation, even basic facilities would guarantee wonderful linguistic progress.

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