

## THE IMPORTANCE OF MOTIVATION IN LANGUAGE LEARNING

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**Abstract:** Motivation is a key factor that influences the success of language learning. It affects learners' effort, persistence, and overall achievement. Motivated students are more willing to participate in activities, practice regularly, and overcome difficulties during the learning process. There are two types of motivation: intrinsic, which comes from personal interest and enjoyment, and extrinsic, which is driven by external rewards such as grades, praise, or career opportunities. Both types play an essential role in language acquisition. Teachers also have a significant impact on learners' motivation by creating a positive classroom environment, using engaging methods, and providing constructive feedback. Therefore, strong motivation is crucial for effective and successful language learning.

**Key words:** motivation, two types of motivation intrinsic, extrinsic, teachers, classroom environment, engaging methods, constructive feedback

**Introduction:** 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. 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 [5] 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.

### **What is motivation?**

There are many different definitions for the term motivation. According to [7], motivation is defined as —an attribute of the individual describing the psychological qualities underlying behavior with respect to a particular task. This goal-directed behavior shows itself through distinct actions of the motivated individual. [3] described this explicitly when he wrote the following: The motivated individual expends effort, is persistent and attentive to the task at hand, has goals, desires and aspirations, enjoys the activity, experiences reinforcement from success and disappointment from failure, makes attributions concerning success and or failure, is aroused, and makes use of strategies to aid in achieving goals. Motivation should be viewed as a hybrid concept, —an internal attribute that is the result of an external force [11].

### **Intrinsic and Extrinsic Motivation**

Intrinsic/extrinsic motivation refers to whether the motivation is more inside a person or outside of him/her. Intrinsic motivation refers to the motivation which is originated inside a person. There is no reward except the activity itself. It means that the essence of motivated action that is, sense of autonomy and the desire is self-initiating and self-regulating while in extrinsic motivation there is an anticipation of reward from outside and a person is motivated from an outside source rather than the self. Intrinsic/extrinsic motivation is related to the term locus of control which was first introduced by Rotter (1966, cited in Chalak & Kassaian 2010). If a person places responsibility for her/his life within self, s/he has internal locus of control and is self-motivated character and if s/he places the responsibility on others and on circumstances outside self, s/he has external locus of control. In order to achieve internal locus and self-motivation, one should be eager to give up the security of making excuses and to take responsibility of all her/his decisions and actions. Extrinsically motivated behaviours are carried out to get a reward from outside

and beyond the self. Maslow (1970) believed that intrinsic motivation is noticeably superior to extrinsic because we are motivated to achieve "self-actualization". Bruner (1966, cited in chalak & Kassaian 2010) claimed that one of the most effective ways to help students is to free them from the control of rewards. In some cases, the two kinds of motivation may overlap to some degree because one may be motivated from both an inside source and an outside one at the same time. Generally speaking, both kinds of motivation play important roles in learning and lack of motivation can cause procrastination because motivation is the driving force that makes people act. In other words, presence of motivation can increase learning behaviour. Teachers need to know the type of motivation and its sources to meet the students' particular needs.

### **Integrative and Instrumental motivations.**

Integrative motivation has frequently been cited and considered strongly related to second language learning achievement (Hedge, 2000; Lightbown and Spada, 2006; Lins, 2007; Loewen and Reinders, 2011). As a number of scholars have pointed out, it is defined within the context of SLA, as an individual's desire to learn a language because of its value in helping them integrate with speakers of the target language as well as for cultural enrichment. In other words, integrative motivation is described as a learners' desire aspiration to identify with the culture of the second language community (Ellis, 2008).

Instrumental motivation Loewen and Reinders (2011) explain that instrumental motivation refers to a need of fulfilment towards some objective or the motivation that drives from a perception of the real benefits that learning the second language might bring about. In short, instrumental motivation includes a group of factors that associate with motivation arising from external goals, for instance, passing exams, or financial rewards, good position or to accomplish a school requirement (Williams and Burden, 1997).

Both integrative and instrumental motivations are mutually inclusive. Most situations in learning language involve a mixture of each type of motivation. In fact, it difficult to attribute learning language success to certain integrative or instrumental causes. However,

the importance of integrative and instrumental motivation depends on situations or contexts, whether learning language functions more as a foreign language or as a second language [8].

### **The Role of the Teachers**

Teachers play a key role in the learning process. They are not only sources of knowledge but also guides, motivators, and facilitators for students.

Main roles of teachers:

Instructor: explains lessons and teaches new knowledge and skills.

Motivator: encourages students and enhances their interest in learning.

Facilitator: creates a supportive and convenient learning environment.

Guide: assists students solve issues and develop critical thinking.

Evaluator: assesses students' progress and gives constructive feedback.

Role model: demonstrates positive behavior, responsibility, and respect.

A good teacher helps students learn productively, stay motivated, and develop both academically and personally.

[9] has added to all these the importance of (a) making sure the students comprehend every dialogue, utterance, the gist of the reading passage; (b) giving them extensive practice in using verbal or non-verbal alternatives for communicative expressions, structures or language items; (c) correcting important errors tactfully by rephrasing a question, expanding an answer, or by merely saying —listen and giving the correct answer; (d) letting them either grade their own papers or do so with a partner; (e) showing concern for school or community problems of individuals; (f) making it possible for them to enjoy small successes and the feeling that they are making definite – even if slow – progress toward their goals.

**In conclusion,** motivation is a crucial factor in successful language learning. It affects learners' effort, participation, and perseverance. Motivated students are more active, practice regularly, and overcome difficulties more easily. Intrinsic and extrinsic, as well as integrative and instrumental motivation, support the development of language skills in different ways. Therefore, strong motivation, supported by effective teaching and a positive learning environment, is essential for achieving success in language learning. Furthermore, in today's modern world, we can see that teachers who provide motivation to their students often achieve faster and better results than expected.

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