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**THE WAYS OF INCREASING STUDENTS' MOTIVATION IN  
LEARNING THE ENGLISH LANGUAGE**

**Abstract.** The article is devoted to the main means and ways which let increase students' motivation in learning the English language. The problem of motivation in the teaching exists in each subject. Teachers of higher education ask themselves a question how to increase students' motivation to learning.

**Keywords:** foreign language, foreign language training, communicative competence, motivation, organization of training activity.

Problems of motivation in teaching arise in each subject. High school teachers are asking how to increase students ' motivation to learn. The problem of motivation to learn foreign languages is particularly acute. Considering motivation as a side of the subjective world of the student, formed by his own motives and needs, it is necessary to understand that the teacher can only indirectly influence it, creating prerequisites and conditions on the basis of which there is a personal interest in the work. Among the main ways that can increase students ' interest in a foreign language and thus increase their motivation to study this subject, we highlight the content component of training, namely the content value of educational material, and such ways of organizing educational activities that would cause high motivation and ensure activity in the classroom. Among the main forms, methods and tools that meet these requirements, we consider active learning methods, collective forms of work in the classroom, as well as the widespread use of computer and information technologies, including electronic network training.

Statement of the problem in General and its connection with important scientific and practical tasks. Questions related to the search for effective ways and ways to increase students ' motivation. On the one hand, students are aware that a specialist of any profile who is fluent in at least one foreign language has a better

chance of finding a job and building a successful career, including abroad. On the other hand, the initial level of foreign language proficiency when entering a University is quite low for most students. In addition, very often students do not show much interest in this academic subject. Thus, the formation of positive motivation should be considered as a special task when teaching a foreign language in the higher education.

Analysis of recent studies and publications that have considered aspects of this problem and on which the author is based; identification of previously unresolved parts of the General problem. Before proceeding to the consideration of possible ways to increase the motivation of students of non-linguistic specialties to study English, we consider it necessary to consider the essence of the concept of "motivation" in the context of our research.

In modern psychology, motivation is considered as a complex "triggering mechanism" of human activity, whether it is work, behavior, cognition and communication. Psychologists define motivation "as one specific motive, as a single system of motives, and as a special sphere that includes needs, motives, goals, and interests in their complex intertwining and interaction".

Among the varieties of internal motivation, there are communicative, instrumental, and linguistic-cognitive motivations. Communicative motivation is considered as the main part of internal motivation, since the acquisition of communicative competence is the primary need of students. Linguo-cognitive motivation consists in the positive attitude of students to the language itself, its structure and properties. Instrumental motivation implies a positive attitude and readiness of students to perform various exercises and tasks, a desire to master new forms and types of work, further improvement of previously mastered techniques of mastering a foreign language, and a willingness to engage in independent educational activities.

In a broad sense, motivation can be interpreted as a source of human activity, as a system of motivating forces of any activity and behavior. Motivation is considered as a system of factors that influence human behavior (this includes

needs, motives, goals, intentions, aspirations, and more), and as a characteristic of the process that stimulates and supports the activity of the individual at a certain level.

Thus, one of the leading ways to increase motivation is the content value of the language material, its adequacy to the vital interests of students. Based on this, the selection and systematization of the content of educational material in English should be carried out in accordance with the following principles:

- communicative orientation: mastering the language material is aimed at solving speech problems, meeting the communicative needs of students;
- personal and professional orientation: future specialists are interested in the information aspect, which includes everything related to their future profession and the areas of science that they study, so in English classes, the educational material should be personally significant for students;
- interdisciplinary content consistency: in this case, the facts and events learned in the subjects of the professional cycle appear to students from the other side, in a new language shell;
- authenticity and openness: this principle involves the use of information taken from original sources, including Internet resources, mass media and telecommunications, in the learning process.

We have seen that educational material that is informative and personally significant for students, allowing them to expand their knowledge within the framework of their future profession and acquire skills in interpersonal and professional foreign language communication, contributes to increasing motivation to learn English. The next stage on the way to increase the level of motivation is the organization of educational activities, since the content of educational material is assimilated in the course of students' educational activities. In this regard, the question of choosing effective forms, methods and means of teaching a foreign language is very important.

In the context of the issue we are considering the process of teaching English must meet the following requirements: orientation to the student's personality,

taking into account their individual characteristics and creating subject-subject relationships in the learning process; promoting their personal and professional development; providing conditions for active work of each student and involving students in joint activities; communicative orientation.

In accordance with the requirements of modern didactics, the pedagogical process must be built on the principles of a personality-oriented approach, which involves the establishment of subject-subject relations. Subject-subject dialogue relations recognize the student as a subject, a participant in the pedagogical process and assume the fullest realization of their potential by each of the students in interaction with the teacher, who directs this process in the most favorable direction. For example, the teacher should inform students about the tasks of the lesson, and first of all, the tasks associated with mastering speech activities should be named. Students' understanding and understanding of why and why they need to study a particular material is the starting point for motivation and successful implementation of the task. In addition, it is important that the task is clear and appealing to students, opening them a clear speech perspective.

The next organizational point that helps to increase the motivation of students is the use of collective forms of work in English classes. Various forms of collective work allow differentiating educational activities, providing conditions for involving students in joint activities, taking into account individual characteristics and preferences of students, which contributes to the intensification of educational work, gives it an emotional appeal and also plays a role in the formation of appropriate motivation. Each student can perform a feasible part of the overall task, which will also play an important role in the development of positive motivation.

The most popular among the collective forms of work that are communicative and active in nature are active learning methods. The active methods of teaching a foreign language at the University are usually referred to as discussion, game and heuristic methods. Active learning methods are " methods that encourage students to engage in active thinking and practical activities in the process of mastering

educational material." These methods have a multi-purpose orientation: they contribute to the improvement of language training and personal and professional development of students, provide an active character of learning knowledge and skills, and provide an opportunity for active interpersonal interaction. Active learning methods are designed to activate the learning process, make it more productive, and also form and further develop the motivation of learning. The most popular and widely used methods of teaching a foreign language are project methods, role-playing and business games, discussions, trainings, oral and written presentations, and case studies.

Learning tools are an integral part of the learning process. In our age of information and computer technologies, it is the means of ICT, multimedia technologies, Internet technologies, electronic educational resources that have a number of advantages over traditional means of teaching and have the greatest motivating effect in the process of learning a foreign language.

Conclusions of the study and prospects for further research in this area. In conclusion, it should be noted that the problem of increasing the motivation of students to learn English is not new, the appeal to it attracts psychologists, methodologists and practicing teachers. We dare to hope that the methods and ways described in this article, aimed at applying a variety of teaching methods, selecting the appropriate level of complexity of the material, appealing to the knowledge, experience and interests of students, creating a friendly atmosphere in the classroom, will really increase the motivation to support students' interest in learning English.

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