

THE FACTOR OF LACK OF THE MOTIVATION

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Abstract: This article deals with sharing some useful and specific information about some environmental and teacher-related problems that learners faced in a learning environment. These problems lowered their motivation and thus they could not understand the given instructions.

Key words: Motivation, intrinsic goals, factor, lack of knowledge.

Annotatsiya: Ushbu maqolada o‘quvchilar o‘qish jarayonida duch keladigan ba’zi o‘qituvchiga bog‘liq muammolar, shu bilan bir qatorda foydali va aniq ma’lumotlarni almashish haqida gap boradi.

Kalit so‘zlar: motivatsiya, ichki maqsadlar, factor, bilim darajasining kamligi

Teaching and learning foreign languages is one of the most important tasks to be resolved by the nation. The progress in the development of the teaching system depends on methods and motivation tools chosen by a teacher. Studying the evolution of teaching methods, we can observe that changes arise according to learners’ breakthrough, needs, purposes and staying inspired in foreign language acquisition. Promotion of a foreign language culture as the training purpose has become as the reason for emerging of a problem on necessity of the creation of new methodic system which could provide achievement of this purpose by the most effective and rational way.

Butler Y. G. points out the significant role that motivation plays in learning and provides suggestions for how to keep language learners motivated in the classroom.

Motivation plays a significant role in the process of learning a language. Language teachers cannot effectively teach a language if they do not understand the relationship between motivation and its effect on language acquisition. The core of motivation is what might be called passion, which relates to a person's intrinsic goals and desires.

We can say that lack of motivation occurs because of many reasons. To give examples for these reasons we may mention the following: Lack of belief in one's abilities, being a shy person, lack of knowledge, not studying enough for the courses, etc. Besides, we should consider that these may be physical or mental problems of the student. In addition to these reasons, the results of a study that was carried out between teachers and students suggest that there are some factors that affect students' willingness. For example, memorization, teacher's explaining the subjects in a boring manner, teacher's ignorance of students' psychological condition, difficult and dull subjects, and reluctance to learn. All these factors make the learning process difficult.

An important factor in motivation to learn a second language is its socio-functional validity. From the student's perspective, learning a second language may or may not be worthwhile depending upon its social reality, because language learning has an important social function when the learner has a reason for using the acquired knowledge and skills to communicate with other people of importance in his or her environment. In other words, when no out-of-class validity exists, language learning loses its functional relevancy and lack of motivation becomes a problem.

Beside these factors that may stem from the students, students' peers also affect students' attitudes toward the language learning outcomes, since students may like learning the language when their peers like it. Furthermore, students' previous learning experiences influence their present learning outcomes. If they are successful, they may be predisposed to learning success. On the other hand, if unsuccessful, they will expect failure. In addition, the knowledge from their past learning experiences is considered as the knowledgeable background from which they are able to continue studying at present and in the future. Environmental factors also affect learners' motivation. Even if they try to motivate themselves, the environmental factors like classroom

management prevents them. For example, if the classroom is too crowded and there is not enough light, it demotivates students, because it creates difficulty in studying due to troublesome conditions. On the contrary, physical conditions such as lighting, good atmosphere, order of desks, showing all kinds of visuals, useful materials have excellent development on learning. In sum, students can be affected by their learning environment and physical conditions of their classroom as their friends or peers do.

Students' learning motivation is directly affected by the teacher and the teaching techniques that are supported with appropriate guidance and advice. Learners appreciate the distinctive paths offered to them to follow for better understanding and learning. Appropriate guidance or advice to students and fully-developed learning strategies support the flow of knowledge from the teacher to the learner. Motivation acts as a driving force that encourages the learner to learn, initiate the learners to adopt appropriate skills as well as facilitate them to use for gaining knowledge.

Furthermore, teachers and their teaching methods also affect students' motivation. But when compared, teachers are seen to be the most important factor due to the fact that they have important role in the students' learning.

Learning begins in the family. So parents, as a noteworthy social-relevant element impacting kids' inspiration and the accomplishment, have gotten considerable consideration in general education (Butler, 2015). Concentrating on parental inclusion in kids' learning, Cheung and Pomerantz (2012) estimated that the kids' parent-related motivation or what they called parent-oriented motivation would clarify the positive after effects of parental involvement and its part in understudies' scholastic engagement and accomplishment at secondary school level. Above all, Cheung and Pomerantz's information demonstrated that parent-oriented inspiration was a novel sort of inspiration, unmistakable from extraneous and inherent inspirations and that it exceptionally clarified the beneficial outcomes of parental contribution on the students' accomplishment (Butler, 2014).

Motivating students as well as teachers is not an easy job. It really requires effort. Apart from parental and student-related factors, classroom features or environmental

factors also affect students' motivation. These factors are not related to the teacher but to the environmental conditions such as classroom size, order of desks, demographic factors, situations, technological learning tools in the classroom, climate, weather conditions, etc. Knowing and trying to find solution for these problems will provide more friendly and motivated environment for both learners and teachers. Students learn new information in their classroom with their friends. Therefore, why we cannot deny the effect of the peers in the learning process. Like the parental factor; students' peers also affect students' attitudes toward the language learning outcomes since students may like learning the language when their peers like it. Furthermore, students' previous learning experiences influence their present learning outcomes. When they were successful learners before, they would tend to learn the way of success for their later life. In addition, the knowledge from their past learning experiences is considered as the knowledgeable background from which they are able to continue studying at present and in the future. When we begin to talk about classroom features, we can say that physical conditions such as lighting, atmosphere, order of desks, showing all kinds of visuals, useful materials have significant influence on learning. Also, if the classroom has many students and not enough light, it demotivates students because it creates difficulty in studying due to disadvantageous.

Moreover, environmental problems had an effect on students' learning, as well. The learning environment especially classrooms should be light, clean and the materials the learners will use should be intact. According to the research findings students were afraid of talking in front of the other friends in case they would make mistakes. This was the one of the most problematic situations many of the learners faced. Both the teachers and other learners should be careful their statements about their friends because even a small misunderstanding can cause vital problems in their friends learning process.

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