

THE ROLE OF MOTIVATION IN LEARNING

Xasanov Muzaffar Yorqin o‘g‘li

Jizzax Davlat Pedagogika Universiteti Xorijiy tillar fakulteti,
ingliz tili amaliy o‘qitish kafedراسi stajyor o‘qituvchisi

ABSTRACT

This article will discuss about the role motivation in teaching and learning new language. Theoretical and methodological aspects of motivation in teaching and studying will be provided.

Key words: IELTS, TOEFL, motivation, assessment, evaluation, methods, theories, proficiency level.

Although it is difficult to measure the proficiency level of a language, English language learners around the world tend to be examined by taking proficiency tests, such as TOEFL and IELTS proficiency tests to verify their level of knowledge. Before taking the tests, learners are recommended to be taught specifically by the teacher. Unlike other educational fields, learning requires both the teacher and students to work together. Before entering university, I used to think that the role of the teacher was to provide students with relevant materials based on the topic and verify whether they accomplish it or not. However, after having studied several articles about how to organize and conduct teaching, I realized that teaching is not only providing materials and checking homework, teaching also covers evaluation, assessment, and using both quantitative and qualitative approaches. Furthermore, teaching is to give students a chance to guide learners to correct their errors instead of correcting them on the teacher’s own. For me, motivation, interest, and the personality of the learners play a significant role in teaching. As Theobald (2006) mentioned motivation has a significant impact on learning. The teacher-student relationship is also important as the students should not be afraid of making mistakes. Otherwise, they could not gain the knowledge they expect.

Moreover, a common qualification made within the writing is between outward and inherent shapes of inspiration. Inherent inspiration is the act of doing an movement simply for the delight of doing it, and it is in all honesty exceptionally uncommon in school and work settings. Outward inspiration, or the utilize of outside rewards or disciplines to empower understudy work completion, is by and large painted in instruction as the enemy of great instruction. Typically, genuine to a certain degree since, as learning is comparable to investigation,

the utilize of rewards or disciplines tends to diagram a boundary around how much an understudy ought to investigate.

In any case, there are really numerous distinctive shapes of outward inspiration, and not all are similarly likely to lead understudies down a way of lack of concern and separation from the bliss of learning. For illustration, one outwardly propelled understudy may work difficult in school since they fear disappointment and the outrage of their guardians. Another may ponder difficult since they see the esteem of the substance in making a difference them work toward their dream of getting to be a specialist. Not one or the other understudy in these cases is inherently spurred – their objectives lie exterior the basic delight of the movement. In any case, the moment understudy is likely to be more free and self-guided in their learning since they perceive the esteem of these outward rewards. This frame of inspiration is much more economical since it does not require steady dangers or prizes from instructors or guardians.

There's too a few inquire about to recommend that outward inspiration can lead to intrinsic inspiration, within the sense that understudies may set out on a errand for reasons related with extrinsic motivation but gotten to be naturally persuaded through the method of locks in with the assignment and learning to esteem it. One of these is called "Achievement Goal Theory", and it was found as one the most successful ways of motivating. Moreover, teachers have opportunities to use "Expectancy Value Theory" and "Flow Theory" while motivating learners.

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