

IMPROVING THE MOTIVATION OF STUDENTS IN THE STUDY OF FOREIGN LANGUAGE IN THE UNIVERSAL HIGH SCHOOLS

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Abstract: *this article is devoted to the development of the motivation of students of non-linguistic specialties to study a foreign language. The notion of "motivation" is disclosed. A significant place is given to methods of development.*

Motivation of students of non-linguistic specialties to study a foreign language.

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Knowledge of foreign languages has become one of the main factors of the cultural and social development of modern society. Foreign language plays an important role in the development of the individual and the enhancement of education. With the help of knowledge of foreign languages, a person learns the culture of another people (his traditions and customs), his intonational-speech culture (intonation, facial expressions, gestures), has the opportunity to communicate with speakers of another language. At present, without knowledge of a foreign language, it is impossible to get a job and build a good career. The development of international companies requires today a good knowledge of a foreign language. Although the knowledge of a foreign language in the modern world is a necessity, but unfortunately not all students of non-linguistic universities view it as an important subject for studying, believing that in the future they will not have the opportunity to use it. In this regard, the motivation for learning a foreign language is reduced. Students are reassured by the existence of classroom routines they can depend on. However, lessons that always consist enlist of the same routines, patterns, and formats have been shown to lead to a decrease in attention and an increase in boredom. Varying the activities tasks, and materials can help to avoid this and increase students' interest levels¹.

Before making any conclusions or proceeding to any actions, let us consider the very concept of "motivation".

¹ Nuriddinova Yo. The assistant Learner motivation and interest in language learning. International conference., 2016, p.436.

"Motivation is the inner motivation for action, which determines the subject-personal interest of the individual in his accomplishment."

Consider the functions of motivation:

- Motivation, direction and organization of the student. "Motivation gives learning activity a personal meaning and significance. The unity of these functions provides the regulating role of motivation in behavior.

There are two types of motivation in learning a foreign language: external and internal. Internal motivation is considered the motive force of self-activity, Internal motivation is considered the main condition for successful activity. There are four characteristic manifestations of the internal motivation of the activity:

- the desire for novelty. In foreign language classes in non-linguistic universities, students are encouraged to enter new information on their profile in the foreign language being studied;

- the desire for effective mastery of the world. Feeling satisfied with the good performance of a case. This can only be achieved through training. Students should understand, and realize that they are learning something new and useful, should feel the intellectual development in the knowledge of new material;

- Self-realization. Self-realization is the main stimulating activity of the personality, as a result of which a sense of competence and efficiency is revealed.

"External motivation can be a distant motivation, designed to achieve the final result of the teaching. Internal motivation is close and actual. "[1] Training should be designed in such a way that students should experience a sense of satisfaction from the subject. To develop the motivation, students should be given an accurate goal in order to work towards achieving it. It is very useful to focus on small tasks that can be easily accomplished. That is, in each lesson, when studying the topic, there must be a desire to achieve a result that will allow students to achieve success in their activities.

To increase the motivation of students to study a foreign language, in addition to traditional methods, Karnilov GA Offers:

- "use of additional sources of information (media, TCO, ICT, Internet);
- introduction of students' project activities in the classroom;
- introduction of a rating system for students;
- the introduction of a system for publishing students' successes and awards for their successes "[2].

To motivate the motivation of the students, it is necessary to create a favorable psychological atmosphere in the classroom, mutual cooperation between the students and the teacher, attract and activate their attention, stimulate interest, form the free activity and creativity of students. Motives and motivation are the driving force behind the learning and learning process of information and material.

Zaytseva S.E. Offers the following pedagogical conditions for students of non-linguistic specialties that have a positive impact on the motivation for learning a foreign language:

A) the conditions affecting the formation of internal motivation - the professional interest and, accordingly, the recognition of the practical and the theoretical significance of the acquired knowledge for future professional activity (use of elements that imitate future professional activity in the classroom, the selection of cognitive and interesting texts / Articles); Accounting for the characteristics of professional-psychological activity, the formation of skills of research work through the individualization of training;

- the teacher (his personal characteristics, methodical literacy, orientation in the specialty that students receive, the teacher's understanding of the goals students set for themselves, studying a foreign language, communicability, openness, empathy, non-directive organization of the learning process); Emotional saturation of classes, which contributes to better learning of knowledge and is carried out through active teaching methods);

B) the conditions that affect the formation of external motivation: the creation of a situation of success, or the recognition of failure and its causes, the competitiveness of classes, the communicative orientation of classes.

The conditions discussed above can be created by using different approaches that exist in the didactics of higher education. [1]

Having drawn a conclusion, one can conclude that to increase the motivation of students of non-linguistic universities when learning a foreign language, it is necessary to create conditions in which students will have a personal interest and a need to learn a foreign language.

References

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