



MOTIVATION IN FOREIGN LANGUAGE LEARNING CONTEXT

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Abstract. This article analyses the role of learning motivation in foreign language acquisition procedure. It gives the wider explanation of the word motivation which is not less important in the context of foreign language teaching and learning, especially in non-linguistic higher educational institutions.

Key words: motivation of student, language learning, psychology, language acquisition, experience, successful learners, factors.

Nowadays being a qualified specialists and a specialist with foreign language knowledge keep equal meanings. At the same time, representatives of almost all specialties are involved into foreign language learning process and rare contemporary specialist does not know or not in the process of acquisition. Raped changes in present economic and social life cause a strict demand of acquiring at list one foreign language. Modern conditions in different fields of contemporary life demand specialists to be more responsive to changes happening in the society. And all above mentioned causes more frequent cooperation and relations with colloquies in different countries which consequently causes a demand in multilingual specialists who can successfully interact in global scale.

Another feature of modern life is the labor market where personnel distribution is conducted in accordance with concrete requirements which undoubtedly include speaking a foreign language. And the more background knowledge you possess the more possibilities you have to achieve the objective. These can create an increasing competition by itself and motivate applicants and future specialists to acquire foreign languages. These factors increase the responsibility of higher educational institutions that are the key elements in professional training. This subsequently raises a problem of further improvement

of foreign language teaching in tertiary education, in particular finding new approaches in teaching a foreign language which guarantees successful acquisition.

However, analysis of foreign language teaching system in non-linguistic higher educational institutions shows that mastery of a foreign language is in specific conditions, especially compared to the language faculties. Low efficiency foreign language learning of these students is largely due to objective reasons beyond the control of teachers, textbooks and other facilities in general. These are very limited number of lesson hours; different language levels of students, to some extent overcrowding groups and many other factors and conditions that impede the achievement of a high level mastery of a foreign language at non-linguistic high schools. The other not less important fact is that for various reasons there is a lack of demand in the knowledge of a foreign language at some institutions that leads to a loss of interest in his studies and reduces the motivation of students.

Psycho-pedagogical problem of effectiveness of mastering a foreign language has been the subject of research by many authors (Robert C. Gardner, Z. Dörnyei, N. Gary, V.A.Artemov, N.V.Baryshnikov, B.V.Belyaev, I.L.Bim, N.V.Vitt, I.A.Zimnyaya and others).

The word “motivation” is defined in different ways by many scholars at the same time having many similarities. “Motivation... a feeling of enthusiasm or interest that makes you determined to do something...” (*MacMillan English Dictionary 2002:975*). The Gardner describes motivation as “the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity” [2]. In his definition motivation is goal-directed and the learners’ immediate goal is to learn the language.

The study of this problem in foreign language learning content convinces us that the success of mastering a foreign language depends on many external and internal factors. The latter, namely, taking into account individual personality traits contribute to the full and successful provision of the educational process, the formation of a highly qualified specialist, who owns foreign language. Dörnyei, one of the famous contemporary scholars who has done a lot in the field of motivation and second language acquisition, states that "Language teachers frequently use the term 'motivation' when they describe successful or unsuccessful learners. This reflects our intuitive, and in my point of view correct, belief that during the lengthy and often tedious process of mastering a foreign/second language, the learner's enthusiasm, commitment and persistence are key determinants of success or failure" [5, 5]. Dörnyei mentioned that motivation provides the main incentive to language learning and provides a learner with long lasting will to continue continuous process [6, 65]. Another researcher, MacIntyre concluded that “questions about motivation tend to address two issues: 1) why is

behavior directed toward a specific goal, and 2) what determines the intensity or effort invested in pursuing the goal” [1, 46].

Most researchers agree that motivation plays a undeniable part in the learner’s achievement. It is often attributed with the capacity to override other factors, such as language aptitude, to affect achievement in both negative and positive ways. Although its importance is widely recognized, its meaning is elusive.

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