

THE ROLE OF MOTIVATION IN LEARNING ENGLISH AS A FOREIGN LANGUAGE

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Abstract

In recent years, English has become a global language of communication, education, and professional development. As a result, learning English as a foreign language has gained significant importance among students around the world. However, many learners face difficulties in achieving fluency and maintaining consistent progress. One of the key factors that triggers success in language learning is motivation. This paper examines the role of motivation in learning English as a foreign language and explores how it affects students' language acquisition process. The study focuses on intrinsic and extrinsic types of motivation and analyzes their impact on learners' performance. It also highlights common challenges faced by Uzbek students, including lack of confidence, fear of making mistakes, and limited exposure to authentic English environments. Furthermore, the paper discusses the role of modern technologies such as social media platforms, mobile applications, and online learning tools in enhancing motivation. The findings suggest that motivated learners achieve higher success in developing speaking, reading, writing, and vocabulary skills. Therefore, strengthening motivation is essential for improving English language learning outcomes.

Keywords: motivation, English language learning, foreign language acquisition, intrinsic motivation, extrinsic motivation, learner autonomy

Annotatsiya

So'nggi yillarda ingliz tili global muloqot, ta'lim va kasbiy rivojlanish tili sifatida katta ahamiyat kasb etib bormoqda. Natijada, ingliz tilini chet tili sifatida o'rganish butun dunyo bo'ylab talabalarning muhim faoliyatlaridan biriga aylangan. Biroq, ko'plab o'quvchilar ravonlikka erishish va barqaror rivojlanishni saqlab qolishda qiyinchiliklarga duch keladilar. Til o'rganishda muvaffaqiyatga erishishni belgilovchi asosiy omillardan biri motivatsiyadir. Ushbu maqolada ingliz tilini chet tili sifatida o'rganishda motivatsiyaning roli ko'rib chiqiladi va uning til o'zlashtirish jarayoniga ta'siri tahlil qilinadi. Tadqiqot ichki va tashqi motivatsiya turlariga e'tibor qaratib, ularning o'quvchilar natijalariga ta'sirini



o'rganadi. Shuningdek, maqolada o'zbek talabalar duch keladigan asosiy muammolar, jumladan ishonchsizlik, xato qilishdan qo'rqish va haqiqiy ingliz til muhiti bilan cheklangan aloqalar yoritiladi. Bundan tashqari, ijtimoiy tarmoqlar, mobil ilovalar va onlayn o'quv vositalari kabi zamonaviy texnologiyalarning motivatsiyani oshirishdagi roli muhokama qilinadi. Natijalar shuni ko'rsatadiki, motivatsiyasi yuqori bo'lgan o'quvchilar nutq, o'qish, yozish va lug'at ko'nikmalarini rivojlantirishda yuqori natijalarga erishadilar. Shuning uchun, ingliz tilini o'rganish samaradorligini oshirishda motivatsiyani kuchaytirish muhim hisoblanadi.

Kalit so'zlar: motivatsiya, ingliz tilini o'rganish, chet tilini o'zlashtirish, ichki motivatsiya, tashqi motivatsiya, o'quvchi mustaqilligi

English has become an essential tool for communication in academic, professional, and social contexts. In Uzbekistan, English is widely taught as a foreign language; however, many students still struggle to achieve fluency. One of the most influential factors affecting language learning success is motivation. Without motivation, even advanced teaching methods may not produce effective results. Therefore, understanding the role of motivation is crucial in improving English language education.

Motivation in language learning is generally divided into two main types: intrinsic and extrinsic motivation. While intrinsic motivation refers to internal factors such as personal interest, enjoyment of learning, curiosity, and self-development, extrinsic motivation refers to external factors such as academic requirements, career opportunities, parental expectations, and social influence. Learners who are intrinsically motivated tend to study English because they enjoy the process itself. For many Uzbek students, passing exams or obtaining scholarships serves as a strong external motivator. Both types of motivation play an important role in determining learners' success in acquiring English.

Despite the importance of English, many Uzbek students face motivational challenges. One of the main issues is a lack of confidence in speaking English. Students often fear making grammatical or pronunciation mistakes, which reduces their willingness to communicate.

Another challenge is limited exposure to authentic English environments. Outside the classroom, students rarely interact in English, which decreases motivation and slows down progress. Additionally, traditional teaching methods sometimes fail to engage students actively.

Modern technologies have significantly changed the way English is learned. Social media platforms such as YouTube, Instagram, and Tik Tok provide learners



with real-life English exposure. Mobile applications like Duolingo, Quizlet, and online dictionaries make learning more interactive and engaging. Moreover, AI-based tools and online communication platforms allow students to practice English in real-time, increasing both confidence and motivation. These tools help transform passive learning into active and enjoyable experiences.

The analysis shows that motivation is a central factor in successful English language acquisition. Students with higher motivation levels are more likely to practice regularly, participate in communication, and improve their language skills. On the other hand, lack of motivation leads to slow progress and reduced confidence.

Therefore, teachers should focus not only on grammar and vocabulary but also on creating a motivating learning environment. Encouraging students through interactive tasks, positive feedback, and real-life communication opportunities can significantly improve learning outcomes.

Conclusion

Motivation plays a crucial role in learning English as a foreign language. Both intrinsic and extrinsic motivational factors influence students' success in language acquisition. In the context of Uzbek learners, challenges such as fear of mistakes and limited exposure to English must be addressed. The integration of modern technologies and student-centered teaching approaches can significantly enhance motivation. Ultimately, improving motivation leads to better language proficiency and more effective learning outcomes.

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