

Features of Motivation for Learning Foreign Languages

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Annotation: This article analyzes the role of motivation in language learning, especially foreign language acquisition. The article indicates the importance of internal and external motivation for second language learners. Motivation plays an important role in the Foreign Language Learning process because it provides the first push to initiate a successful language learning process.

Key words: language skills, motivation, knowledge, encourage, effective

Introduction. Motivation is one of the most important problems of both domestic and foreign psychology. In a broad sense, motivation is something that can, stimulate, encourage an individual to perform any process or action included in the activity defined by this motive. This is called the source of human activity [1.p. 32]. According to A. Maslow's theory, motivation is a hierarchy of human needs. According to this theory, A. Maslow distributed the needs of a person as they increase, explaining that an individual is not able to feel the needs of a high level while he needs simpler things [2.pp. 108 - 117]. At the same time, it should be emphasized that cognitive motivation is considered one of the most effective motives for learning [3.p. 103]. Thus, we can say that interest is considered one of the forms of cognitive need. This interest of cognitive need guarantees the orientation of the individual to understand his own goals of activity and thereby helps the most in-depth acquaintance with new facts. One of the most basic forces of the process of cognition is considered only internal motivation, it follows from the educational activity itself. When forming a stable positive motivation, students' interest in the study of the subject and methods of cognition comes first. An experienced teacher, using various pedagogical means in working with a student, selects the most successful means for him and, using them, he can achieve the most effective formation of the student, as a result of which the formation of internal motivation will occur, which will be an important condition for successful educational activity.

Discussion. Researchers of the process of forming positive-stable motivation in their works claim that there is internal and external motivation.



Let's turn first to internal motivation, according to the definitions of researchers, internal motivation is an incentive force that is connected with the person himself, with the help of which he can motivate and motivate himself for various types of activities. According to scientists, the development of internal motivation is considered one of the most significant conditions of activity in learning a foreign language [4.p.32]. One of the types of internal motivation is considered to be communicative motivation, in this case, communicative needs are understood: for example, to have a dialogue in a foreign language with native speakers, to read a variety of literature, to write personal letters. This kind of motivation is much more

difficult to keep. The main moment of successful solution of communication problems in a foreign language is the formulation of an educational task for students. The content of the educational material should be interesting to students, as well as the wording should be of a communicative nature. Interesting and meaningful texts themselves can contribute to memorizing the content of language material in it. If we talk about external motivation, then its type usually prevails as distant motivation, which is associated with the idea of the final result of learning a foreign language. External motivation comes from the factors that surround the individual, and it is designed to achieve the final result. On the other hand, the teacher should build the learning process on internal motivation in such a way that students at each lesson experience the joy of meeting the needs specific to the subject they are studying, in our case it is a foreign language [5.pp.80-87]. Nevertheless, its influence on the learning process is usually quite strong. At the same time, if external motivation performs a "strategic role" in a certain sense, guiding students throughout the entire period of learning a foreign language, then internal motivation plays a "tactical" role, since it is reinforced by the process of mastering a foreign language itself [6]. With a more detailed examination of internal motivation, the following subspecies of it can be identified: communicative, linguistic and instrumental. Analyzing the types of internal motivation, it should be noted the importance of instrumental motivation, which is a consequence of the positive attitude of students to certain types of work [7.p.3].

So, we can say that it is important for a teacher to take into account the four main components (motivational, target, emotional and cognitive) that underlie the formation of positive motivation when learning a foreign language. Motivation provides interest to learning activity, improves the work of all cognitive mechanisms and speech activity: memory, thinking, attention and also activates the linguistic unit memorization, which stimulates successful foreign language communication. By definition, internal motivation comes from within the person (e.g. feelings, values, and goals). In contrast, external motivation comes from outside forces (e.g. duties and deadlines). What is an example of internal motivation? Internal motivation – the force that leads you to achieve a goal because of personal satisfaction or desire. Examples are: Putting up your own business. Participating in a competition. An example of intrinsic motivation is a student learning new vocabulary words because they love to read. Extrinsic motivation, however, is learning because of external factors. Students may be motivated to learn to pass a test, to gain a reward, or to avoid a punishment. Usually the lesson begins with a speech warm-up, game exercises that can be used to activate foreign language communication. Game exercises already at the very beginning of the lesson set the children up for further, active speech activity. But, so that this interest does not fade, you should give a playful character to most exercises in the lesson, especially if they are associated with memorizing and training speech samples on a certain topic, which in itself is a rather boring activity. Psychotechnical games are interesting in this regard. Their main functions in teaching a foreign language are: the creation of students' internal visibility necessary to represent a certain situation in the classroom; intensive training in the use of the studied lexical and grammatical material. Here are examples of psychotechnical games that can be used in English lessons.

"Moving objects". Students are asked to recall 5-10 objects of different gravity and imagine that they are transferring, moving, shifting them. At the same time, they should comment on their actions, ask others to help them, not to interfere, give advice, etc.

"An imaginary situation." The teacher asks the children to imagine that they are walking along a noisy, crowded street, and try to imagine visually what is happening around them only by the sounds coming from them, and describe all the events in English, as well as listen to the steps of individual passers-by and draw the appearance of a passer-by by the sound of steps, guess where he is going, which he has a character, what his tastes are, who he talks to, etc.

"Remember the movements." The teacher suggests following the movements of his hands and memorizing. He imitates various actions, commenting on them (sewing, cooking in the kitchen, washing, and others). Then the trainees explain the movements of the teacher, they should be able to quickly switch from one group of movements to another and react to these switches in their foreign language speech.

"An object in a circle." Students playing pass an object to each other, for example, a book. Passing it to a neighbor, each participant must name some object, for example: "It's a hat." The player must

characterize the object and explain his actions with it, and then pass the book to the next player, naming the new object.

In order to be a motivated student, at least from time to time, you need to experience success. It is the nature of the motives underlying the educational activity that determines the direction and content of the activity of the individual.

Conclusion. Summing up, we can note that the motivation of educational activity is an important factor in the formation of a student's personality, as well as the development of his skills and abilities, and also contributes to the development and disclosure of his creative and intellectual potential. These are the factors that affect motivation to learn language: From the article, it is found that the five categories of influencing factors of motivation (personality, behavior, the role of teacher, learning style, and language relation) have almost the same portion in influencing the motivation in learning English. We motivate students to learn a language by this way. These 5 tips are useful to make students more interested in learning the English language . 1.Explain the benefits. As a teacher, you should be wise enough to subtly explain the benefits of learning languages to your students. 2.Let them know the results of learning. 3.Let art help you.4. Make them use the language. 5.Give rewards.

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