

## INTRINSIC AND EXTRINSIC MOTIVATION IN LEARNERS OF ENGLISH AS A FOREIGN LANGUAGE

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### ANNOTATION

Motivation is a particularly important and specific component of learning activities. Through motivation, pedagogical goals are quickly transformed into mental goals of trainees. The types of motivation in learners of English as a foreign language is discussed in the article. In addition, techniques for the formation of motivation is also examined.

**Keywords:** motivation and its forms, intrinsic and extrinsic motivation, techniques for the formation of motivation, pedagogical conditions for development of positive motivation.

### INTRODUCTION

Motivation is the most important component of the structure of educational activities. A lesson based on systemic activity technology begins with motivation. Knowledge of English has now become a necessity as it gains more and more practical benefits. However, with all its undeniable advantages and importance, students of non-linguistic specialties, for the most part, do not consider it as a necessary subject for study, guided by the opinion that they will not need English in their professional activities, that they do not like it for its complexity. Without a doubt, English is a difficult subject and requires some effort in mastering it. As a result, there is a decrease in motivation for learning a foreign language. [1] Motivation is studied in various aspects and in this regard, the concept is interpreted in different ways. The complexity and multidimensionality of the problem of motivation determines the multiplicity of approaches to understanding its essence, nature, structure, as well as to the methods of its study. According to H. Heckausen, motivation is not a single process that evenly penetrates the behavioural act from beginning to end. Rather, it consists of heterogeneous processes that carry out the function on of self-regulation at individual phases of the behavioural act, primarily before and after the performance of the action. [5] Activity is motivated, i.e. is aimed at achieving the goal of the motive, but it should not be confused with motivation. Motivation determines how and in what direction different functional abilities will be used. Motivation also explains the choice between different possible actions, between different variants of perception and possible contents of thinking; in addition, it explains the intensity and persistence in the implementation of the chosen action and the achievement of its results. Motivation performs several functions: it encourages, directs and organizes the student, gives the learning activity a personal meaning and significance. The unity of these functions provides a regulating role of motivation in behaviour. The motivational sphere consists of a number of motives: ideals and value orientations, needs, motives, goals, interests, etc. Knowledge of these motives helps the teacher to influence the individual components of learning motivation in a more differentiated manner. [3] The theory of needs is closely related to the theory of motivation. A. Maslow, a famous American psychologist, divides all needs into 5 basic levels. On the first level are physiological

needs, on the second - the need for security, on the third - the need for love and affection, on the fourth - the need for respect, on the fifth - the need for self-actualization. [4] According to R. Kegan's theory, at the zero stage (sub stage), individuals operate at the level of sensorimotor reflexes, and, therefore, it is unlikely that students will be at this stage. [7] Professional motivation and focus themselves become the motive of educational activity, they stimulate the educational activity of students, their high academic performance, and perseverance in overcoming learning difficulties. The attitude of students to various academic disciplines largely depends on the assessment of their importance in professional training in the specialty. With regard to the study of a foreign language, scientists distinguish two types of motivation - instrumental and integrative.

V.N. Krutikov singled out the principles of developing positive motivation in students. [3] These principles include: creation of simulation and social-game models with the maximum possible consideration of real technical and technological interconnections, which should be taken into account when students solve educational problems. E.I. Smirnov confirms this point of view, believing that the student's motivational sphere is actively formed in educational activities only with visual modelling of professionally important educational elements [6].

Characteristics of motivation

By strength (strong, weak);

By sustainability (situational, constant);

By focus (towards oneself, towards people, towards a task - a result or a process);

By source of appearance (internal or external).

Extrinsic motivation is primarily based on rewards, rewards, punishments, and other types of external stimulation.

Intrinsic motivation has no rewards other than the activity itself. With internal motivation, a person "has in himself" a reward for his actions: a sense of his own competence, confidence in his strengths and intentions, satisfaction from his work, self-realization. Intrinsic motivation is reinforced by positive feedback in the form of praise, approval, etc. [2]

Different communication styles form different motives. The authoritarian style forms "external motivation", the motive of "avoidance of failures", delays the formation of "internal motivation". The democratic style of the teacher, on the contrary, contributes to the formation of "internal" motivation. Liberal style reduces motivation to learn. For a personality, the developed intrinsic motivation is the main criterion for its formation. The internal motivation of the child is important to us.

At the stage of formation of motivation:

- 1) Conditions are created for the emergence of an internal need for the student to be included in educational activities ("I want").
- 2) The requirements for the student from the side of educational activities are updated and a thematic framework is established ("must", "I can").

Techniques for the formation of motivation:

1. Emotional techniques are aimed at children with developed emotional abilities. For such children, the material should be beautiful and colourful. The emotional state of the teacher is important for them. They love group work.

2. Rational practices are appropriate for children with rational abilities. Such children rely on a well-developed intellect, logic, they like to analyse, compare, and highlight the main thing. For them, the accuracy and consistency of presentation of educational material are especially important. These children learn best on their own.
3. Intuitive techniques. For children with intuitive abilities, an outlet comes when the teacher stops at his monologue and asks the class: "What do you think? What hypotheses do you have? «Children are happy to complete tasks with a level of uncertainty; these are children who are improvisers, but it is difficult to bring your idea to its logical conclusion.
4. Operational techniques. Students with active abilities willingly perform practical and physical activities. For such children, the possibility of physical activity is important.

Learning technologies to maintain a sustainable interest in learning a language personally oriented learning, project method, cooperation technology, gaming technologies and communication learning technology.

Teaching aids that increase the motivation of learning a foreign language game school textbook project activities optional courses

The game helps:

- 1) To form specific skills;
- 2) To give specific knowledge;
- 3) To develop brain functions;
- 4) To educate personality traits.

As a conclusion, motivation is a particularly important and specific component of learning activities. Through motivation, pedagogical goals are quickly transformed into mental goals of trainees; through motivation, a certain attitude of students to the subject is formed and its value in terms of personal development is realized. Through the formation of positive motivation, you can significantly improve the quality indicators of cognitive processes.

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