



THE ROLE OF AN ENGLISH TEACHER FOR THE FORMATION OF MOTIVATION AMONG STUDENTS OF NON-LINGUISTIC SPECIALTIES IN LEARNING ENGLISH

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Received:	28 th November 2023	This article discusses the role of an English teacher in motivating students to learn English. In our work, we will consider some working aspects, the application of which leads to a stable positive result in the improvement and consolidation of language competencies among students of non-linguistic specialties.
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Pedagogical activity is not just the transfer of knowledge, it is a complex mosaic, a system in which you need to teach a student to think creatively, search, choose and make decisions, teacher tries to find optimal forms of interaction with other participants in the educational process. It significantly affects the cognitive activity of the student, which is formed along with educational components such as knowledge, skills and abilities; and motivational ones such as motives, interests, relationships. It is the motivational components that determine for the student the importance of what he learns and learns, his attitude to educational activities, its content, methods of performance and results of activity.

The creation by the teacher of conditions for the manifestation of mutual assistance of students, for their participation in solving problematic issues and cognitive tasks is considered as a pedagogical technique used in the learning process, and repeatedly researchers focus their attention on the role of the teacher in this process a teacher of a foreign language at a non-linguistic faculty is one of the most difficult and at the same time interesting professions. There is no doubt that the teacher is an active participant transformations in the professional education system.

The motivation of students of language faculties and non-language faculties, where the number of hours allocated to learning English is significantly less, differs. In the process of learning English, a student of a non-linguistic faculty has a number of psychological barriers in the field of motivation: lack of faith in success, i.e. in the ability to improve acquired skills and abilities, the presence of increased anxiety, tension before performing impossible tasks; low self-esteem of their abilities, in particular, memory; ambiguity of the goals of using English in the future professional activity and personal life.

The paradoxical nature of the current situation lies in the fact that the high requirements for the level of language proficiency of future specialists do not fully correspond to the amount of academic hours allocated for practical classes (within the framework of the basic program), and the problems of language training associated with shortening the period of mastering a foreign language. They do not contribute to successful socio-economic, socio-professional and socio-cultural integration to the world community.

In order to teach a student to build a speech utterance at the level of a simple sentence, the teacher must show him how the semantic content correlates with the language form, which signs need to be based on in order to choose an adequate language form himself, because in "conditions of mass communication, the appearance of known and unknown creators and senders of speech - complicate many aspects of language practice, the management of speech, speech ethics, dialogicality and effectiveness of speech, and much more. Having mastered this method, the student will be able to construct many phrases by analogy. This contributes both to the conscious assimilation of knowledge, skills and abilities, and to the formation of a stable cognitive interest in these methods of action and methods of work.

At the same time, students of the special faculty consciously and purposefully study language - this is their future profession they are initially interested in gaining in-depth knowledge of this subject, are involved in the educational process, with programming for high results, unlike students studying at non-linguistic faculties, where the result of completing the course is an entry in the record book confirming the absence of academic debt for the test or exam.

Self-esteem is more important for students than the assessment of others. The lack of adequate self-esteem can lead to dissatisfaction with the results of the activity performed, and this, in turn, can significantly change the motivational sphere of the student, the orientation of his personality. This is a very important element of orientation, awareness of what I know and what I don't know yet.

To ensure the orientation of students, both on the methods of educational activities and on the methods of upcoming types of professional activities, situations typical of future professional activities should be created: texts on the specialty, abstracting, reviewing, viewing scientific literature in English, brief abstraction of the material read, having a professional orientation, etc. One way or another, this is due to the implementation by the teacher of competent control over the selection of special literature, texts, which ultimately contributes to the development of students' interest in linguistic means of language, and accordingly, has a positive effect in studying the discipline, reveals the interesting content of the text, relying on their own professional (extralinguistic) knowledge, students are able to fully perceive the text to characterize the described phenomena and processes qualitatively, to translate the material into the native language without semantic losses.

To ensure the orientation of students towards ways of independent acquisition of knowledge; the formation of needs for independent deepening and expansion of knowledge, internal needs for self-development (i.e. the development of such character traits as purposefulness, hard work, curiosity, inquisitiveness, etc. based on the individual characteristics of students, it is necessary for the teacher to offer them differentiated additional tasks for the selection of certain text and illustrative material, for the preparation of independent short messages, for the production of visual aids, writing essays, creating presentations, etc., because the main task of a foreign language teacher is to teach how to competently build speech models, to teach foreign language speech.

The lack of motivation of students of non-linguistic specialties significantly complicates the work of a teacher and sets certain goals and objectives. Motivation is considered by us as a source of activity and as a source of orientation of the personality towards actions and objects, as a result of which there is a mental and verbal need, a need and a need for thought, a word, on the material of written and oral speech, to perform dialogic speech communication with the need to develop feedback. As a tool for the development of vital activity in the spatial and temporal distribution of the disposal of speech. It is not enough to have only a need in the form of a desire in order for the activity to be realized. This requires motivation, which, responding to the needs, would be the motivator of the activity, would give it a certain specific orientation, would direct it to meet a certain need, would motivate this activity.

Motivation to successfully master a foreign language is an incentive to act in each individual case considered. We are considering learning English. When learning English, one student has a promised reward for attending classes and passing a certain number of reports - a test, a colloquium, a test and an exam, and another student receives foreign language knowledge from original foreign sources. In the first case, the motive in relation to each individual is also internal, but in relation to educational activities it is external. In the second case, the motive that motivates the student to activity is internal both in relation to the individual and in relation to educational activities. Thus, depending on the relationship of motivation with the content and characteristics of the activity performed, we can talk about internal and external motivation.

To form the ability to exercise self-control, consciousness, stimulating positive motivation, activity and responsibility of students, and adequate self-esteem, which is so closely related to the process of developing self-awareness and personality, the teacher should organize external feedback, that is, control according to the teacher-student scheme (using the proposed questions for self-control). Using this type of feedback, the student can compare his knowledge to the ways of actions of other students in joint educational activities, depending on the cognitive and psychological needs of the student, in order to ensure knowledge of the results of the activity (respectively, educational actions).

The implementation of feedback in the form of such control acts as a necessary condition for the implementation of the system of cognitive actions of students. In the implementation of feedback, the form of the final stage of the lesson is of great importance. At the same time, the student may discover gaps in his knowledge, skills and abilities, then there will be a need to eliminate them or, conversely, a sense of progress towards the goal, understanding of the educational material, dynamics in the assimilation of knowledge, skills and abilities.

Extrinsic motivation depends on factors outside of learning activities. They can be positive and negative. We can consider the motivation of two directions:

- 1) social motivation that arises due to public opinion, due to a sense of duty to society, in order to avoid punishment, disapproval, censure and condemnation), or to loved ones who have high hopes that the student will achieve high learning results and receive a high-quality education (the ability to operate with the acquired language skills for professional growth and building a successful career ladder , etc

- 2) individually directed motivation (positive or negative) motivation. The student, motivated by individually directed motivation, carries out educational activities in order to receive an assessment, praise, encouragement, reward, etc. The stimulant is a threat, punishment, reprimand, censure, poor assessment, awareness of one's unequal position among one's classmates (insufficiently high level of knowledge compared to other classmates), etc. We can attribute such stimulants to negative motivation, consider it as an authoritarian form, a form of fear generation, which is quite often manifested when teaching a foreign language.

Often the teacher opposes himself to the students, he has an imperious, non-objectionable tone. He dominates the student, subordinates him to himself, directs him, calls for conscience and consciousness, although, as noted earlier, the teacher's goal is to optimally build the learning process, creatively applying components taking into account a specific learning environment, as well as to individualize it. Often, this becomes a positive moment in learning.

To encourage the student, the teacher can use positive assessments in oral and written form, as well as various kinds of encouragement: approval, praise, reward, etc. Providing reinforcement with success is of great importance in

teaching English. However, it is well known that frequent rewards weaken their influence, so the reinforcement of success should be made dependent on the needs of the student.

The student tries to prove first of all to himself, the teacher and others that he can, he will succeed. The cognitive needs and intellectual capabilities of each student play an important role. The solution of the task set by the teacher consists of several aspects, the success of the teacher is determined by the achievement of the goals that he sets for himself. He needs to take into account the psychological and pedagogical characteristics of students, both in a group and individually. And if the student manages to transfer the developed skills to the sphere of communication in his native language, thereby he will enrich his communicative experience and learn how to do it in a foreign language.

We will try to consider some methodological techniques that allow us to form a stable positive motivation to learn English:

1) Presenting students with educational material that can have an encouraging emotional impact on them. This is a material selected not only in accordance with professional characteristics, with the interests of students, taking into account their personal experience in Uzbek and English, but also containing new or little-known interesting facts, descriptive events that can satisfy the student's curiosity (for example, in the field of nanotechnology, technology, sports, art, literature, native cities, politicians, from the lives of wonderful people, etc.). It should be associated with current events (sports, political, cultural, etc).

2) Students should be asked to answer problematic questions about texts and perform tasks such as: read the text, title it and justify the choice of this title; divide the text by periods of the poet's life and title each stage; come up with a little story using these cards or methodical pictures; tell us about the scientists you particularly like, using this is the information you have received about them from the encyclopedia; express your opinion about the text you have read, etc. The presence of problematic texts, tasks that stimulate students' speech-thinking activity and have a speech orientation.

In conclusion, I would like to emphasize that the success of the implementation of the above-mentioned conditions for managing sustainable motivation is closely related to the presence of the communicative skills of an English teacher. It is quite obvious that the consistent implementation of the conditions for the formation of motivation, as well as didactic and methodological principles, can contribute to the construction of a truly effective English language teaching system. Moreover, the improvement and development of language courses and programs students in priority areas.

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