



"ENHANCING INTRINSIC AND EXTRINSIC MOTIVATION IN LEARNING ENGLISH THROUGH NON-PHILOLOGICAL GROUPS"

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<p>Received: 11th January 2021 Accepted: 22th January 2021 Published: 12th February 2021</p>	<p>The goal of teaching a foreign language in a non-linguistic university is the development of communicative competence, the development of a student's personality, willing and able to participate in intercultural communication in a foreign language and in the future capable of self-improvement. But the quality of achieving the goal depends, first of all, on the motivation of the individual, his motivation. It is motivation that causes purposeful activity, determines selection of tools and techniques, their ordering to achieve the goal. Motivation can be considered as one of influential factors in foreign language learning as it assists to sustain learner's interest during long and tedious learning process of foreign language. Motivation can be categorized into two types; intrinsic and extrinsic motivation. The present article aims to investigate intrinsic and extrinsic motivational factors of a group of non-linguistic students to learn English. The present article recommends English teachers as well as educational institutions to provide teaching and learning materials which suited to improve students 'motivation.</p>

Keywords: : Motivation, foreign language, student, learning, English, study, non- linguistic study, teacher, process, intrinsic motivation, extrinsic motivation.

A person throughout his life is faced with the motivation to satisfaction of their needs, both physiological and spiritual. With regard to study, in this case, motivation arises for each subject separately. At the same time, as practice shows, it is especially difficult the situation is with the study of foreign languages in university. According to researchers, motivation decreases gradually with the transition to the next course. It has also been found that before students begin to learn foreign language and at the very beginning of their studies, they are highly motivated. They want to speak English; they find the opportunity interesting recite poems and sing songs in a foreign language, more learn about other countries. It should be noted that most of the students wanted to know a foreign language, to be able to communicate, through a book and correspondence. But here comes the process of learning a foreign language and interest teacher weakens, many feel a sense of frustration.

Many psychologists and methodologists believe that the decline in motivation is an objective process that simply cannot be avoided. Considering motivation as the most important element in the process learning a language, you need to pay attention to the following issues:

motivation on the part of the student's subjective world associated with his their own beliefs and passions, the needs that they are realized. It is for this reason that it is so difficult to generate motivation with sides. The teacher can only have a minor impact by creating certain prerequisites and forming foundations that contribute to the formation of motivation. In this case, important attention from the teacher should be assigned to the characteristics of the character of students. Implementation of these actions will allow not only understanding the motives of the student's activity, but also to cause develop and correcting them. As a prerequisite in this case you must indicate the understanding of your students. In this case, the teacher must know all the existing motivational tools that should help in learning. This will make it possible to correlate the content of the educational process throughout its entire with the appropriate types of motivation, in other words, create sustainable concomitant motivation that will contribute to shaping progress.

It must also be remembered that the goals that were set before the subject "foreign language" should be decided by a professional teacher, who has access to modern technologies in the study of foreign languages, knows the psychological characteristics of schoolchildren, students in any stage of their training. The successful start of learning a foreign language contributes to the creation high motivation in the future. Learning success and student attitude towards subject largely depend on how interesting and emotionally the teacher conducts classes. As for primary school students, in this case, special attention is paid to the game. Depending on what games are used by the teacher and how interesting they are, so the material is easier to digest. Naturally, when a student finishes

school, he goes to college, and other forms of education are used there. However, the skills that are given to the child in childhood influence his further education and language perception. In view of the above, we can confidently note the important role of motivation both at the initial stage of training and in the future, when the student becomes a student. Only with the right motivation can we talk about achieving success in learning languages.

In modern pedagogical and psychological literature, there are two types of motivation - external and internal. Extrinsic motivation depends on a person's interaction with the environment. It is based on incentives, penalties, and other types of stimulation that are either direct or inhibit behavior. External motivation during activity causes excitement, emotional stress, and sometimes a desire to resist. Emotional stress, disorganizing activity, leads to a decrease in attention, a weakening of control over mistakes, memory impairment and deterioration in general well-being.

Intrinsic motivation is a construct that describes this type of definition of behavior, when initiating and corrective factors arise from within his personality and are completely within the behavior. Intrinsic motivation is related to the process of activity and does not depend on external circumstances, that is, the system of initiative and problems of internal control, as well as the tension of the search, followed by interest and enthusiasm. At the heart of intrinsic motivation are factors emanating from the deepest sense of the identity of their behavior, they depend not on motives, but on their own activity. "People are involved in activities for their own sake, and not for the sake of receiving any external reward. This activity is an end in itself, and not a means to achieve other goals. "Intrinsic motivation contributes to the enjoyment of learning; it arouses interest, excitement, and increases self-esteem of the individual. It helps in the absorption of light due to more theoretical material success and learning efficiency, increases self-esteem and respect for the individual. An example of intrinsic motivation: The student comes home and says with delight that there was an interesting lesson at school, and he wants to read the encyclopedia for tomorrow in order to participate in the discussion, this shows an example of internally motivated behavior. In this case, the emphasis is on completing the lesson based on the content of the lesson and is associated with the interest and pleasure that accompany the learning and discovery process. When all friends are running, they enroll in karate, because it has become fashionable (an example of external motivation), and our student is sent to the athletics section, because he is only interested, he again demonstrates internally motivated behavior. It follows that insight into teacher behavior and student motivation is essential. Meanwhile, practical observations and literature data indicate that in a number of cases it is difficult for teachers to determine the true motivation of a student, the characteristics of motivation inherent in a particular age group of students. Sometimes the teacher focuses so much on the issue of knowledge transfer that he "did not reach" the analysis of motivation, but this is very necessary.

The meaning of teaching is the student's internal bias towards learning, the student exercises attachment to himself, his experience and his life. Psychological observations indicate that if there is a meaning in teaching students, the success of educational activities increases (for example, its results - the stock and quality of knowledge, as well as methods, techniques for acquiring knowledge), is easier to assimilate, and becomes more accessible. The educational material, the better its storage, the higher the awareness of the educational process becomes, the attention of students is more purposeful, their effectiveness increases. The meaning of teaching, its relevance for the student is the basis of the motivational sphere. The motives of the student depend on the orientation of the student on the meaning of teaching. The motivational stage is a message about why students need to know this part of the program, what is the main purpose of the educational operation. In the lesson, the teacher tells and shows the students all this information, which for some students is important: they listen and do not hear, they look and do not see, they are very busy with other things: they dream, think about their personal. things. In order to involve these students in learning activities, it is necessary to create an incentive to strengthen the thinking process.

Creation of a problematic situation leading to the content of the upcoming topics. Before starting to study, the student must learn (understand, accept for himself, set himself) an educational task. This is achieved using the following techniques: setting students tasks that can be solved only by studying the subject; a story about the teacher about the theoretical and practical significance of the proposed topic; a story about how the problem was solved in the history of science;

- Formulation of the main educational task as a result of discussion of the problem. The assignment for the students is the goal of their activities in this lesson.
- Considering opportunities for self-control and self-esteem for learning. After formulating the problem, plans for future work are planned and discussed, it turns out that you need to know and be able to study topics that students cannot solve problems. After the main learning task, it became clear that the students were planning and discussing plans for future work.
- It is necessary to indicate the time allotted for the study of the topic, and they must know and be able to study it. This creates a need for the installation of learning material.
- The operational-educational stage is actions when the teacher forces the student to study. For this, he creates situations of a different nature: intellectual (subject, search engine, discussion, conflict, discord); game (educational games, contests); emotional (success, passion theme).

In the pedagogical literature, there are three main sources of the formation of positive motivation for cognitive activity:

- ✓ content of educational material;
- ✓ the nature and level of educational and cognitive activity;
- ✓ teacher's attitude to students

The main activity of the teacher is to create an atmosphere of emotional comfort during the exercise, to ensure friendly relations in the team, in the manifestation of the pedagogical optimism towards the students, which the teacher expects from each student of high academic performance, keeps the students to believe in their abilities.

SUMMARY

Motivation in learning is a general name for the processes, methods and means of encouraging students to productive cognitive activity, active development of the content of learning. In modern psychological and pedagogical literature, two types of motivation are distinguished - internal and external. The student's motivation for learning should be in himself, without any external circumstances, because it contributes to the results in easier assimilation of theoretical material, the success and effectiveness of training, and increases respect and self-esteem. It is necessary that the student has a desire to do something. Therefore, the emphasis in the learning process should not be on external things such as advice, hints, demands, guidelines, nudge or coercion, but on internal motivating forces. Internal motivation is aimed at high-quality work performance, and external motivation is aimed at quantity.

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