



THE RELATIONSHIP BETWEEN LANGUAGE LEARNING AND MOTIVATION

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Abstract. This article examines the relationship between language learning and motivation. We often use the term "motivation" in lessons to help students achieve the intended goal of the lessons. Terms such as "motivation" and "motivate students" are the most commonly used words in teachers' vocabulary. In addition, the terms "motivation" and "motivator" have already become popular in the business circles of our country. However, in this article we would like to discuss the importance of motivation in learning foreign languages. We all know that knowing a foreign language helps anyone increase their chances of achieving their goals. Although the problem of increasing student motivation is relevant for every subject, it is especially relevant when learning a foreign language. Motivation is therefore considered as the main driving force in learning a foreign language, the motives of which relate to the subjective world of the individual and are determined by his internal motives.

Key words: Learning motivation, language learning strategies, motivational power, internal motivation, external motivation.

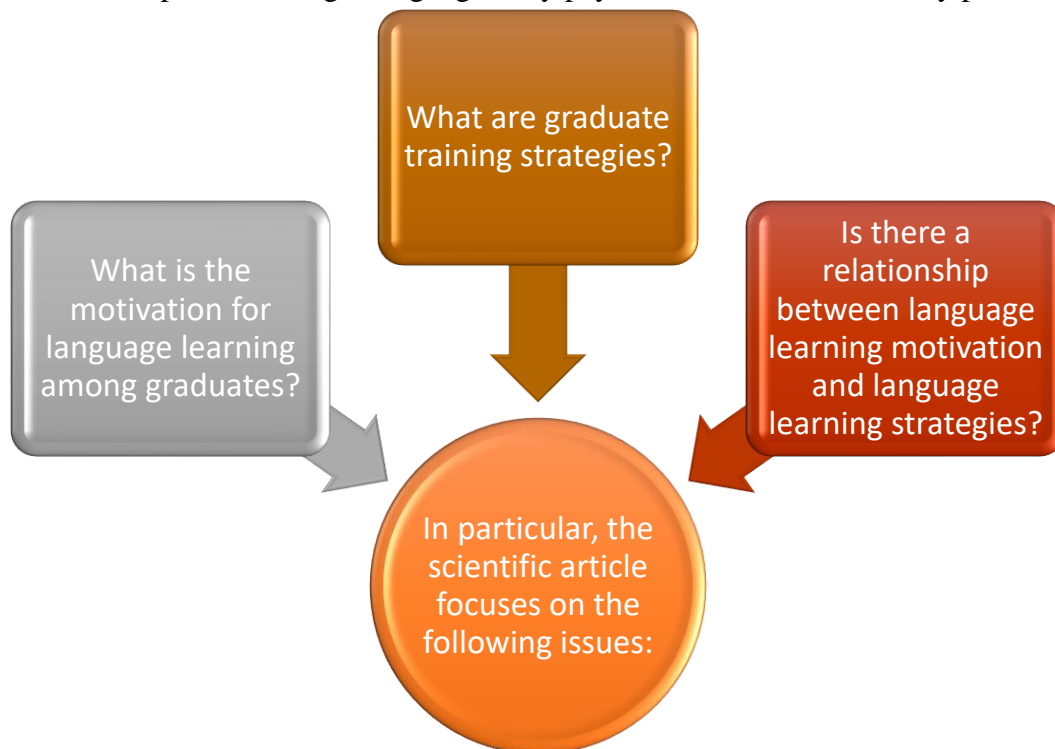
Teaching at the university level increasingly focuses on learning rather than mastery of factual information. Learning is not about accumulating information. This is learning by doing. It's about looking at problems differently and developing abilities. That's why the goal is to teach students how to learn, not just impart information to them.

Research into language learning strategies has shown that several factors can influence strategy use, but motivation is considered important. Accordingly, an increasing number of researchers have indicated that both learning motivation and learning strategy play important roles in successful language learning, suggesting the need to examine the relationships between the two important learning characteristics.

To date, a number of studies have proven a close relationship between language learning motivation and learning strategies. However, no established theory has directly indicated the precise relationship between language learning motivation and learning strategies. In addition, previous studies on students' motivation to learn English have mainly followed the classical social education model. In addition, limited research has been conducted with graduates on their motivation to learn and learning strategies. Therefore, more academic research should be conducted on the relationship between language learning motivation and learning strategies among graduates.

Research on learning styles and strategies has focused on a wide variety of issues and problems. These include relationships between learning strategy preferences and other learner characteristics such as educational level, ethnic background, and first language; the question of whether effective learners share certain style and strategy preferences; whether strategies can be taught explicitly, and if so, whether teaching strategies actually has an impact on second language acquisition; and whether effective learners share attitudes and patterns of language practice and use outside of class.

The purpose of this article is to study the relationship between language learning motivation and the choice of language learning strategy among graduates. The main purpose of the article was not to study motivation in isolation, but to explore the connections between motivation and learning strategies. The search for connections between motivation and learning strategies is motivated by how motivation “works”. The main assumption of the study is that motivated learners learn more because they seek out input, interaction, and instructions, and when they encounter input in the target language, they pay attention to it and actively process it.



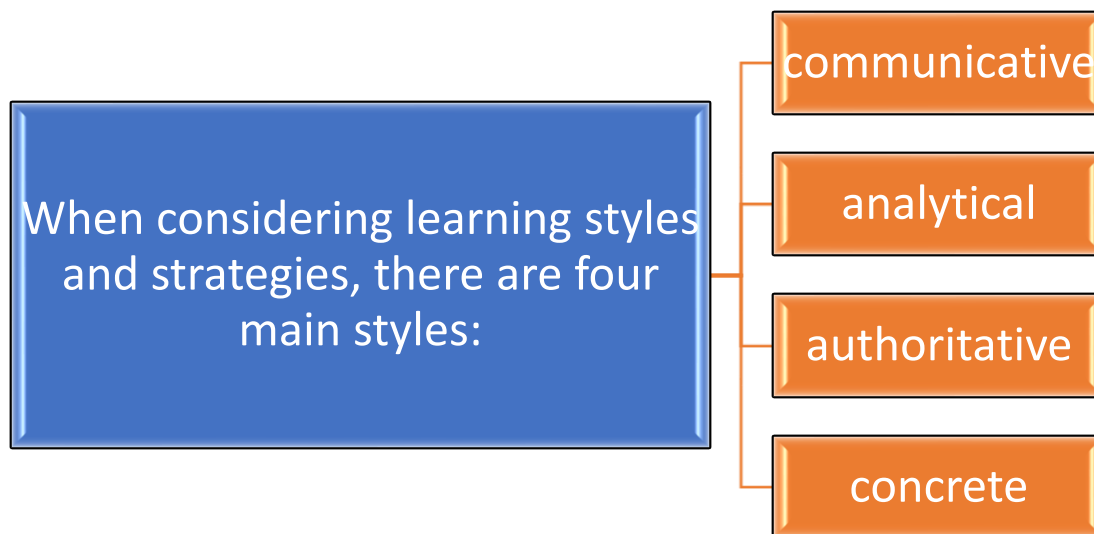
Presentation of the main material of the article. Motivation has a direct impact on the use of language learning strategies. University graduates tended to have higher extrinsic motivation, personal goals, and motivational power. They also have a moderate degree of intrinsic motivation while they have a comparatively low degree of learning anxiety as most student’s study English only because an English degree can help them get a good job. Graduates are generally more adept at learning English than undergraduates, and sufficient exposure to the English language and intensive instruction in English can provide them with many opportunities to experience Western culture, which arouses their strong interest in learning English, and usually communicate more confidently with others in English. Consequently, they demonstrate low levels of learning anxiety.

Motivation to learn by graduates was also found to be significantly correlated with the use of strategies, but not all aspects of strategy influence motivation are used equally, and not all strategies are equally influenced by motivational factors. It is motivational strength and personal goals that have the greatest correlation with overall strategy use: a strong predictor of strategy use is motivational strength.

During the learning process, students will make full use of all strategies that suit them. In addition, a specific and achievable goal can positively influence their motivational strength and therefore influence their choice of learning strategy. The strategies that primarily influence

motivation are cognitive and metacognitive strategies, followed by affective and memory strategies. Cognitive and metacognitive strategies are the types of strategies that are most affected by motivation. In addition, learners may prefer memorization strategies because they believe that memorization strategies are effective and convenient, and rely on affective strategies to relax and control their emotions when learning a language.

Because motivation to learn a language is highly correlated with the use of language learning strategies, both of which are important for achieving better knowledge of a foreign language. Therefore, the English teacher needs to have more knowledge about student motivation and strategy use to help students achieve better results in language learning.



1. Communicative: These students were identified by the following learning strategies: they enjoy learning by observing, listening to native speakers, talking with friends in English, watching TV in English, using English outside of class, learning new words by listening, and learning by conversation.

2. Analytical: These students enjoy studying grammar, studying books and newspapers in English, studying alone, finding their own mistakes and working on problems given by the teacher.

3. Authoritative: Students prefer the teacher to explain everything, having their own textbook, writing everything in a notebook, learning grammar, learning by reading and learning new words by seeing them.

4. Concrete: These students usually enjoy games, pictures, films, videos, using cassettes, talking in pairs and practicing English outside of class.

Learning styles are general approaches to language learning, and learning strategies are specific ways of solving language problems in specific contexts. A study examining the five learning style contrasts identified in her Style Analysis Survey (SAS):

- visual and auditory (use of physical senses for study and work);
- extraversion versus introversion (communication with other people), intuitive-random versus concrete-sequential (processing capabilities);
- oriented towards closing or open (approaching tasks);
- global versus analytical (working with ideas).

Each of the five style contrasts constitutes a comparative style continuum. It is important for students to identify these learning styles and recognize their strengths, thereby expanding their learning potential. When teachers become aware of their learning styles, it allows them to adapt their teaching strategies to different learning tasks in specific contexts. Teachers can take advantage of their teaching style by matching teaching strategies to their styles; similarly, teachers can compensate for deficiencies in their teaching style to balance their teaching by changing teaching strategies.

All motivational factors are generally important factors for successful language learning. Perhaps some general suggestions for teachers would be:

1. The teacher can increase the external motivation of students. Behaviorism shows that teachers can positively encourage students to become active participants using a variety of teaching methods and take responsibility for their own learning by setting reasonable but challenging goals to enhance their extrinsic motivation;
2. The teacher can help students set a goal that is suitable for them, increasing their motivational power and helping them maintain a positive attitude towards learning English.

Thus, personal purpose and motivational strength are two important factors for students when choosing certain learning strategies. English language teachers should help students set good and specific short-term goals that are achievable for them. By achieving these short-term goals, their confidence and motivation can be greatly increased, which will motivate them to achieve their long-term goals. In addition, teachers can provide ongoing feedback on learning.

We offer the following recommendations for future research.

- ❖ Using the motivational questionnaire and the Strategic Inventory for Language Learning (SILL) as tools for obtaining data and conducting statistical analysis. However, each individual instrument has its own strengths and weaknesses, so some other instruments can be taken into account for further relevant research, such as interviews, classroom observations, diary analysis and experimental design, which can be used to obtain further information and can help reduce bias caused by using one research method;
- ❖ It is recommended to use both quantitative and qualitative analysis. These two types of research methods can mutually support each other to gain a broad and clear understanding of the language learning process;
- ❖ The influence of language learning motivation on the use of language learning strategies has been studied, but there are various factors that influence the use of strategies. Therefore, future studies should examine the influence of other affective factors such as students' attitudes, anxiety, and beliefs in learning English

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