

MOTIVATING STUDENTS TO LEARN LANGUAGES BY ENCOURAGING AND PRAISING

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Annotation: This article has efficiency to any branch of educational system. Because it involves teachers and learners get necessary knowledge and key methods as well as beneficial results in their systems. It includes conclusive advises gathering by experiences and experiments held in school and University, observing today's students' psychology, needs as well as existing opportunities in those places. The article is available not only for educational system, but also for any branches in which the system is hierarchic. This is very recommendable.

Key words: praise, encouragement, motivation degree, tone of voice, bribe, curiosity, criticism, uniting

In teaching process, it is very important to motivate students to learn, because we cannot imagine it as we want or as we have it. Timothy Evans (Linda Shalaway; 2005) reminded that "Children and teachers need encouragement like plants need water".

Motivation makes united

In praise and encouragement sincerity is the most important factor in making children feel they are respected, noticed their efforts and improvement. The eyes and tone of voice are precious signs of sincerity that can be easily interpreted by human beings of all ages. For example, if someone looks kindly and smiling says "Oh, look at all colors! You used them very properly and your picture makes me very happy!" to a three or five-year-old child, who has just finished a drawing, will be very happy and excited. In addition, such kind of statements may not seem like praise or encouragement but it provides the child with positive reinforcement as she feels your appreciation.

Many adults may not pay more attention to positive sights than younger children's flaws and mistakes. But it is important for them to be noticed their positive behaviors. For instance, a seven-year-old boy writes some sentences in a wrong way, we should not tease him or punish him for that. Because no matter how many words are written wrong, he tried to write it and at least a few words may be written correctly. Instead, if we say "I like this word written very clearly and on the right line, well done", he will feel a bit happy and confident, encouraged how to write more clearly.

Majority adults think that encouragement or praising is not essential in their working or university students' learning process, but I do not agree with them. Because, when people listen encouragement or praise they will be provided with additional strength and curiosity for doing better, they will work on themselves much more than before, and of course, never get tired easily.

Sometimes praise or encouragement starts with positive sentences, then over with a negative note. For example, when a husband prepared dinner for his wife, she might say something like "it looks very delicious; I think you can really cook. Why don't you always cook like today?" The first comment is very encouraging, but the positive feeling quickly disappears because of the final criticism.



The degree of motivation

Praise and encouragement are often seen as they have same meaning. Moreover, most people think about praising in negative way. However, educators consider praise and encouragement are effective tools of motivating. We must differentiate praise from encouragement. One can praise after doing something successfully, only a student who succeeded. In contrast, we may encourage before and during any action taking place, not only when the student is successful but also when she is in trouble or failure.

Any student can receive encouragement. We can encourage a lot of children for anything they have tried and anything they have done that shows progress. After enough encouragement, students may have made praiseworthy achievement.

Praise is somehow similar with bribe. For example: “If you get full marks, I will give you some money”. Next time the child might ask himself for something to give for doing something. Gradually, children will learn that they should never do anything if they do not receive something in return, which is negative side of praising.

Encouragement makes students be proud of their achievements, efforts and contributions, giving them internal motivation to act. After listening it students can say “I will try hard at this subject even though I am not getting great marks because I like it”.

In conclusion, I prefer to add one English teacher’s saying, which makes me like my chosen profession and gives me an inspiration: “I choose to be a teacher because I believe becoming a lifelong learner is the path to a happy and rich life. I want to share my excitement for learning with children in hopes that they will catch the joy, too”.

References:

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