

## SOCIO -PSYCHOLOGICAL CHARACTERISTICS OF THE MOTIVATION TO LEARN A LANGUAGE IN PEOPLE

Isakov Muazzam Tulkinovna,  
Doctor of Psychology, Associate Professor

Soliyev Shohzodbek  
Fergana State University, Graduate Student of Psychology

### ABSTRACT

This article discusses the motivation and level of awareness of a person in the process of language learning. In general, the socio-psychological features of the language learning motive are highlighted.

**Keywords:** motive, motivation, desire, strategy.

learning world languages is increasing in our country. Learning world languages is important for the development of our country.

Language is an important communication tool for mankind. As he grows up, his character is formed under the influence of the social environment, and the person begins to interact with people through speech. So, in order for a person not to be separated from the social environment, it is necessary for him to know the language .

interest in learning foreign languages is growing among young people and adults all over the world, including in our country . When learning foreign languages, a person faces several obstacles. For example, like memorizing words, reading books in a foreign language, but among these there is another important challenge - this is Motivation, that is, when a person learns a foreign language, for this he needs motivation. In other words, people can help themselves achieve their goals by identifying their language needs and why they want to learn a language. Having goals and expectations leads to increased motivation, which in turn leads to higher levels of language proficiency.

Because of its relative flexibility, motivation is of particular interest to language teachers, administrators, and others who want to help students succeed in the learning process.

There are three factors influencing the acquisition of foreign languages, the most important of which is motivation.

When the word motivation is used, the concept of motive always comes together. Motive (in psychology) is a factor that causes the fulfillment of a certain goal in human activity, an internal impulse that appears as a high form of need, encourages a person to act and work. It includes need and instinct, inclination and emotion, ideal and other motives. In modern psychology, the term motive is used to describe various events and situations that activate the subject. A complex of motives for behavior and activity is called motivation. Motive arises and forms on the basis of need. Stabilization of need ensures effective formation of motivation. According to Pardee (1990), a motive is something that motivates a person to act in a certain way or develop an inclination towards a certain behavior.

Scientists have expressed their views about the motivation of people to learn a new language .

Motivation to learn a new language is generally recognized to be as important to successful language acquisition as other psychological factors such as language ability (Gardner, 1985). Motivation plays an important role in language learning. Language teachers cannot teach a language effectively if they do not understand the relationship between motivation and its effect on language acquisition.

People need opportunities for quality learning, interaction, and meaningful outcomes not only to succeed, but also to stay motivated to learn a language. Therefore, a good instructor must use internal sources of motivation and find ways to connect them with external motivational factors that can be brought into the environment of language learners.

Given that motivation can be influenced by people in a language learner's social context, it is useful to understand how the people who play an important role in a language learner's life influence learner motivation. In the early years of motivation research, there was great interest in how the social environment affects the motivation of language learners (see Gardner, 1985), but over the years such research has declined. Perhaps teachers' motivation for students in formal classroom settings (Guilloteaux & Dörnyei, 2008; Mercer & Kostoulas, 2018).

As a result, there has been little recent research on people who encourage or discourage learner motivation (other than the teacher). Additionally, less research has adopted a comparative perspective to understand how motivational support may vary depending on the context of language learning.

Given this gap, this study examines how people, including teachers, peers, family members, and members of the target language community, support and motivate language learners living in diverse social environments. This will be studied and work will be carried out in this regard.

To this end, we outline the theoretical lens underpinning our study, self-determination theory, and then we review existing research on motivational support from teachers, peers, family members, and members of the target language community in these different languages. We'll see.

Motivation is a word that is often used in our daily work as well as in our studies, and it is an important factor that has a great influence on students' acquisition of a second or foreign language. When discussing the history of "motivation" research, Gardner and Lambert and their colleagues are cited first because they contributed the most and did the most important work in the field.

Motivation refers to the combination of a desire to achieve a language learning goal and a desired attitude toward language learning.

Without the desire to learn, it is very difficult for students to learn effectively. According to Huitt, focusing on the importance of language can help students become more motivated to learn, even if they lack intrinsic motivation. It can be said that teachers should know the importance of motivation in students' language learning and through some changes they can help to increase students' motivation.

Gardner and Lambert (1972) divided motivation into two types: integrative motivation and instrumental motivation. Studies have shown that Lightbrown and Spadalar - said that whether learning a second language is successful or not, this process is directly related to the above types of motivation. The same view was mentioned by Najmeh Moein Waziri (2009) in her speech that "language learners are motivated both instrumentally and integratively".

There are several types of motivation, such as instrumental motivation and integrative motivation, intrinsic motivation and extrinsic motivation, and there are related debates between them. Through research on the application of motivation in teaching and learning, we can see how effective the proposed motivational system is in cooperative situations. Perhaps more research is needed, but we can conclude from time to time that motivation in language learning is a very complex psychological phenomenon and it is the most influential factor in learning a new language.

Johnston (1999, p. 146) believes that motivation is a stimulus to achieve a specific goal.

Crump (1995) believes that excitement, interest, passion and desire to learn are the main components of motivation.

Motivation is a fundamental and important part of learning (Brewer & Burgess, 2005).

Dornyei (2001) believes that the complexity of the idea of motivation lies in its attempts to develop a person's actions in terms of behavior, and it cannot be explained by only one approach. As Dornyei (1996) points out, the problem is not the lack of theories to explain motivation, but the abundance of theories and models. There is now a large body of research literature on the role of motivation in language learning.

only motivation is important, but also the strategy in the language learning process.

When someone hears the term 'language learning strategy', they may wonder what it means. In general, "a strategy consists of mental or behavioral actions associated with some specific stage in the overall process of language acquisition or language use" (Ellis, 1994, p. 531).

As researchers at Oxford say, learning strategies are actually "actions taken by the learner to make learning easier, faster, more interesting, more self-directed, more effective, and more transferable to new situations."

In other words, learning strategies include learning tools for self-regulated learning (Oxford, 2002; Dornyei, 2005).

believes that motivation requires and requires that the learner have something to anticipate, anticipate, and anticipate a reason, principle, or rationale associated with a goal or purpose.

Among the three factors influencing second language acquisition, motivation is the most important factor. Ellis (1994, p. 715) states that motivation is "the effort students put into learning a second language as a result of their need or desire to learn it". Also, Lightbrown and Spada define motivation in SLA as a complex phenomenon that can be determined along two factors: "communicative needs of learners and their attitudes towards the second language community"

Elliott and Covington (2001), motivation provides reasons for people's actions, wants, and needs.

Pardee (1990) stated that a motive is something that motivates a person to act in a certain way or develops a tendency to perform certain behaviors.

According to Gardner (1985), motivation is a combination of a desire to achieve a language learning goal and a positive attitude toward language learning.

It was noted that the interest of students, for example, in learning English is high. As Al-Otaibi (2004) stated, motivated learners spend more time on achieving their foreign language learning goals, and motivated learners can also learn a language more effectively than unmotivated learners.

Learning a foreign language would be a much faster and easier process if we could memorize everything we see after seeing it once. Unfortunately, we still haven't figured out how to perfect our memories. But we can take some steps to optimize our ability to remember words and phrases and speed up the language learning process as much as possible.

Finally, Dorota Zaborska (Heian Jogakuin University, Japan) reviews a recent edited volume, *Modern Language Motivation Theory, in the Psychology of Language Teaching and Learning* series from *Multilingual Issues*.

Motivation fluctuates and it is difficult to keep the motivation of language learners at a constant high level.

A sense of achievement is a big factor in student motivation. Don't forget positive feedback and reinforcement. This helps to increase student satisfaction and positive self-esteem. A student who feels a sense of accomplishment is better able to manage their studies and learning outcomes. Both positive and negative feedback affect motivation, but research shows that students are more affected by positive feedback and achievement.

Students can help themselves achieve their goals by identifying their language needs and why they want to learn a language. Having goals and expectations leads to increased motivation, which in turn leads to higher levels of language proficiency.

Such motivational teaching strategies can easily increase the motivation level of language learners.

I have a clear instrumental motive in learning English as a foreign language. This motivation refers to a pragmatic orientation or a utilitarian orientation (Bradford, 2007; Gardner and Lambert, 1972).

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