

TASKS THAT INCREASE MOTIVATION IN LEARNING FOREIGN LANGUAGES

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ABSTRACT

The article “Tasks that increase motivation in foreign languages teaching” deals with teaching concepts that can have a positive impact on students’ motivation. The introductory section describes the factors that can motivate motivation in many ways to learn foreign languages. In the practical part, there are examples of tasks and assignments that focus on specific actions during the training. The concluding section discusses the extent to which the applied tasks have increased interest in languages learning, and offers suggestions and recommendations for motivation.

Keywords: Motivation, motivation factors, motives, task-based language teaching, methods, project, teaching, group work, collaboration, fantasy, creative work

Аннотация: В статье «Задачи, повышающие мотивацию при обучении иностранных языков» рассматриваются концепции обучения, которые могут положительно повлиять на мотивацию студентов. Вводный раздел описывает факторы, которые могут во многом влиять на мотивацию изучения языков. В

практической части представлены примеры задач и заданий, которые ориентированы на конкретные действия во время обучения. В заключительном разделе обсуждаются, насколько практические задания увеличивают интерес к изучению языков, и предлагаются предложения и рекомендации по мотивации.

Ключевые слова: мотивация, факторы мотивации, мотивы, целевое обучение языку, методика, проект, обучение, групповая работа, сотрудничество, фантазия, творчество.

1. INTRODUCTION

Motivation plays an important role in foreign languages lessons. There are several factors that affect motivation. It has to do not only with the social environment, but also with the students’ clear goals and ideas.

Teaching is individual, meaning that the teacher may motivate to learn by going through the lesson in a variety of ways, or by reducing the motivation by conducting it in a rhythmic way. The tasks that ensure communication are important in this. For example, in the classroom, students develop a variety of projects, present the results, work individually and in large or

small groups or in collaboration, perform scenes, grammar-lexical games, role-playing games. All of these tasks motivate the development of communication.

What is motivation. Let's first look at the different definitions of it. Motivation can be defined in several ways, depending on different perspectives. In the annotated dictionary, motivation is defined as 'the motive of the will'. [1]

An explanation of this definition on the Internet: "Motivation [Latin movere] - means arousal, dynamic process of mental physiological plan, control of human movement, a means to a goal, organization, activity and endurance, readiness to act and the likelihood of its appearance." [2] Motivation motivates actions, desires, and goals. Motivation comes from the word motive or a need that requires satisfaction. These needs, desires, or aspirations can be cultural, social, lifestyle, or innate in general. A person's motivation can be inspired by external forces (external motivation) or spontaneous (internal motivation). The difference between internal motivation and external motivation depends on his actions. [3]

"Motivation is the process of initiating, directing, and maintaining goal-directed actions. Motivation includes biological, emotional, social, and cognitive forces that activate behavior. In everyday use, the term "motivation" is often used to describe why a person does something. It is the driving force of human action." [4]

Motivation refers only to factors that activate behavior; rather, it also includes factors that guide and support action toward that goal. Need, desire, motivation, aspiration, etc. are often used as synonyms.

In a broader sense, "motivation" is described as one of the influential factors in language learning. This means that "motivation is a factor that depends on emotions and influences language learning." [5]

METHODS

Motivation in the study of foreign languages "plays a role consisting of different, complementary and interrelated components." [6]

Motivation is very important for a student and has a great impact on learning foreign languages. Of course, the forms, content and materials of teaching also play a role in influencing students. If the motivation increases, then it is possible to improve reading and understand the goal faster. The learning model may be based on students' motives, but this is very difficult because students' motives are very individual. Teachers, parents, and the social environment also influence the learning process and motivation.

There are several advantages to organizing lessons with tasks that motivate, encourage free and creative work. For example:

- Active participation of students in the planning and implementation of lessons (this allows them to better define the topic)
- Take responsibility for the lesson (this can be difficult because most students are not used to self-teaching. Sometimes they can even abuse the freedom they are given);
- Increase interest and activity in learning;
- Democratic control and criticism (students are independent in their thoughts and actions, they can find their personal characteristics through their thoughts and critical thinking);

- Take responsibility for education;
- Lessons are interesting and lively.

The stronger, more meaningful, and action-oriented the motivational tasks, the higher the probability of achieving the goal.

Action-Oriented Teaching Methods:

- a) Problem detection methods: access, activation, planning. For example, we can get ABC-list, aquarium, warm-up activity, Mind Map, role-playing games, advantages and disadvantages, speeches / presentations. Questions such as "What do we want?", "How do we want to achieve this?".
- b) Ways to create a personal and factual directions: They include methods such as dating / warming-up method, self-introduction, partner introduction, self-portrait. Such questions as "Who are we?", "What are we?" are answered.
- c) Ways of consolidating, reflecting, transmitting knowledge: Questions: "What have we done?", "What have we learned?", "Have we managed what we wanted to achieve?". Examples include ABC lists, brainstorming, role-playing games, student presentations, and blitz-questions. [7]. These methods activate and encourage, enable head, heart and hand learning, help to work independently, solve problems, support communication and collaboration, shape learning and performance techniques.

RESULTS AND DISCUSSIONS

A lot of students enjoy using the media or working creatively and freely. That's why we have chosen technology, the internet, and other common concepts. There are some examples of tasks below that can improve and enhance the motivation to learn foreign languages, which have been effective in learning foreign languages.

Project 1

- a) the name of task: Personality traits and storytelling about them.
- b) objectives: to support the imagination, motivation to speak in a group, then in front of an audience;
- c) social form: working in groups;
- g) media: picture cards;
- d) the course of the process:

Step 1: The teacher gives each group a picture of people.

Step 2: Students look at the person in the picture and describe their unique qualities.

Step 3: They try to write a story about this person using these qualities.

Step 4: The groups present their tasks.

Step 5: Other students listen carefully and ask questions. They ask questions such as what they can take from the person in the picture, what they might want to learn.

Project 2

- a) the name of task: Phone conversation according to your fantasies.
- b) objectives: to develop communication, to eliminate the fear of speaking in conversation, to support the imagination, to use the right words in conversation, to work together;
- c) social form: partnership (pair work);
- g) media: video;
- d) the course of the process:

Step 1: The teacher shows the video to the students silently and informs them that there are three phone conversations in the video.

Step 2: Students should choose a telephone conversation in pairs and think what the conversation is about.

Step 3: They need to write the phone conversation.

Step 4: They play a phone conversation in front of a group.

Step 5: Students, listening their group mates, write down what mistakes their peers make.

Step 6: They discuss mistakes and problems encountered in task processing.

Step 7: The teacher shows the video aloud to the students and everyone discusses, compares these phone conversations, decides which conversation is appropriate or correct for the original.

Project 3

- a) the name of task: Draw a picture and restore its half part.
- b) objectives: Speaking, motivation to draw, learning something through foreign languages (for example, giving important information through description);
- c) social form: partnership (pair work);
- g) media: images consisting of two parts;
- d) the course of the process:

Step 1: The teacher distributes a picture to the partners, but gives each student in one group one piece of the picture.

Step 2: Understanding the information received from the partner student by speaking. Each student in one group describes his/hers piece of picture and other student should understand, draw and paint information received from the partner student by speaking and restore his/her picture.

Step 3: After painting them all, they compare their pictures.

Step 4: By presenting the pictures to the class, they can say what problems they faced in completing this task.

Step 5: They practice the phrases that are causing them problems (e.g. describe the room based on the picture, describe vegetables, food, farm animals, etc.), as well as know and learn the relevant prepositions needed to describe the picture)

CONCLUSION

Motivation is not stable, it changes in the learning process and depends on many factors mentioned above. Their changing nature allows the teacher to work positively, he/she should always strive to motivate his/her students. Students may have reasons for motivation, so they need to be recorded.

If they do not have specific reasons to learn any foreign language, or if they don't have any insufficient internal or external motivation, then they should be encouraged. There is always an opportunity to improve the learning process and improve student' performance. Other way, the teacher needs to find motivation for it. All the concepts mentioned here can help. The following lessons can be recommended as ways to help increase motivation.

- Movement lessons
- Project lessons
- Scenarios
- Lessons focused on creative tasks.

For this activity, the teacher also needs modern technical tools to recommend to students, for example: Internet, mobile phone, beamer, several practical tools (pictures, cards, markers, large and small pieces of paper, white board, etc.). All of these can help and facilitate colleagues in preparing for class.

Reading is often based on motivation. If a person has no reason to learn a foreign language, it is likely that the language will not be learned. It is important that everyone sets a goal for themselves. Then you need to think about how to achieve these goals. The concepts highlighted can also be motivating, but most importantly, everyone must have a strong desire to learn first. Only then desires to learn can be strengthened through motivation to achieve a perfect learning of foreign languages.

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