

FACTORS CONTRIBUTING TO THE DEVELOPMENT OF FOREIGN LANGUAGE LEARNING MOTIVATION OF STUDENTS MAJORING NON-LANGUAGE SPECIALTIES IN UZBEKISTAN

Barnokhon Samatova Ravshankhanovna
Uzbekistan State World Languages University

ABSTRACT

It is impossible to understate the actuality of the problem of learning motivation, especially concerning foreign language teaching to students of non-linguistic higher education institutions. This article is dedicated to the factors of student motivation positively affecting the language teaching process in non-linguistic universities in the Republic of Uzbekistan.

Keywords: Learning motivation, integrated and instrumental motivation, motivational factors, English language teaching, lesson effectiveness.

INTRODUCTION

To emphasize the role and the importance of motivation in teaching English to students of non-linguistic institutions, we would like to quote the famous Soviet scientist, psychologist, pedagogue, and philosopher Aleksei Leontsev's description of motivation in teaching: "In order to nurture the knowledge of a person, it is necessary to nurture the attitude of people to the knowledge" (A.Leontev 2005).

As for the problem of learners' motivation in teaching process, especially in teaching foreign languages, it is essential point out Galina Rogova who defined the motivation as an organic part of lessons, and Irina Alekseevna Zimnyaya described motivation as the "trigger mechanism" of any human activity.

When we talk about factors of motivation, we might find different researches and data: motivators, sources of motivation, factors and ect. There are also motivating factors, including worldview, values, inclinations, ideas and more. Learning motivation is that scholars most often refer to the learner, teacher, learning content, teaching method, and classroom environment.

Recent studies show that for successful learning the factor of motivation is often stronger than the intellectual factor (Z.Dörnyei & E.Ushioda, 2011). It is important to support learners' motivation to make the learning process exciting. Therefore, it is necessary to organize and deliver lessons and learning materials, taking into account the methods and approaches for building and developing motivation and maintaining it at the appropriate level. Secondly, the teacher is required to allow students to assess the performance of their tasks and taking into consideration the needs of learners play a primary role. The third important thing is that such activities, as humor and music in classroom sessions, are a desirable feature of the fact that these components can drive students' interest in learning beyond the usual lessons (B.Kumaravadivelu, 2003). In addition, student-centered competitions such as poster presentations, video presentations, project work, group project organization, and others play a great role in the process of developing motivation factor.

Based on Robert Gardner's research, foreign language motivation consists of three components: motivational bravery or initiative, desire to learn a language, and attitudes towards language learning. The scientist views motivation as a central mental "motor" or "energy center" that consists of movement, desire, and influence. R. Gardner argues that all three components are interrelated and have three distinct characteristics in a truly motivated individual.

In order to analyze and study existing curriculum content, programs and materials for teaching English at non-philology Higher Education Institutions, the requirements of legal HEIs were chosen. The results of these analyses are important for the formation and development of positive motivations for students, as well as to ensure that they have high levels of academic performance. Based on the mentioned above we could form our research question:

"What are the factors that motivate students' motivation for teaching English in a foreign language, and what are the most effective ways to use them?"

Methods and materials

The aim of the carried out diagnostic research is to help law students to develop their motivation in learning and teaching English. Before proceeding to the analysis of the results, it is important to note the following:

- law majors, although foreign language exams, are not a major subject;
- students' knowledge and skills in English at all levels;
- student engagement in English is insufficient in pre-university education.

From the beginning of our research, it was assumed that most of the students in the field of Jurisprudence were not sufficiently motivated to learn English, especially they do not have internal motivation. The theoretical foundations for this diagnostic research was the results of research by scholars who studied the motivation of language learning in a number of pedagogical, pedagogical-psychology and linguistic disciplines (I.Zimnyaya, S.Rubinstein, E.Ilin, R.Gardner, Z.Dörnyei, E.Ushashi, etc.). To research the following problem several research instruments and methods were chosen: qualitative research method and quantitative research method.

The task of diagnostic analysis is to identify the factors that contribute to the development of the positive motivation of law students:

- determining the motivation of students in the process of learning English;
- determining which motivation type is more common: intrinsic or extrinsic
- identification of factors contributing to the effective English language proficiency of students;
- identifying the key factors that influence students' active involvement in the English language learning process.

There are different methods to study students' motivation, and most researchers have made a diagnosis of learning motivation relying various methods (oral interviews, written statements, observations, questionnaires).

For collecting data for our research we based on the R. Gardner, U. Lambert, and their colleagues' research methods, and conducted questionnaires with open-ended questions for students. The questionnaire consisted of 10 open-ended questions. While this process is not time-consuming, but has often been difficult to achieve objectivity and has helped in identifying primary data. The total number of participants were 348 students, however, 307 questionnaires were collected. Because of some technical reasons and difficulty in analyzing content 41 questionnaires with responses were excluded.

Findings and Results.

The first question was aimed to identify the respondents' motivational position, which revealed whether students were interested in science and whether they had an interest in learning English. Analysis of the responses showed that:

a) 96% of the respondents (295) found that learning English is necessary in their professional and / or academic activities;

b) An analysis of the responses of 295 students who responded positively showed an internal motivation element in the responses of 68 (23%) respondents. The remaining 227 (77%) respondents had a strong preference for English language skills.

The answers are radically different, with the need to master English as "English as the requirement ..." (29, 55, 83,87,100, 125, 148, 149, 156, 201th and other respondents), "familiarization with foreign experience ..." (21, 5, 116, 84, 244, 300th and other respondents), "for the use of foreign literature in educational and scientific activities..." (4, 35, 56, 124, 127, 271, 285, 41th and other respondents).

The analysis reveals that students have a lack of time as the most significant factor in demotivation, indicating that students are taking the last place of time spent on English language learning. The large number of answers that have been answered by the many answers that "a lot of tasks in the major (special) subjects prevent me from learning English" indicates that students do not pay much attention to English during their homework. However, unfortunately, the answers, which indicate that the didactic provision of lessons is insufficient, were frequently mentioned by the respondents. Respondents answers such as "teaching is poorly organized", "teachers are not well prepared for the lessons" underscore the importance of the "teacher" factor in weakening students' motivation.

The main task of analytical research is to identify factors that contribute to the development of student motivation. The results show that a significant part of the factors that stimulate students to learn English is the nature of external influence. Among the respondents, 51 students (16%) expressed an interest in learning English directly. In total, 32 (10%) people were asked to explain their internal motivations, such as: "I'm good at learning English", "I like English", "no one is forcing me, I'm learning for myself ..." Overall, 83 (26%) respondents were motivated by internal factors. This means that 74% of the respondents have external motivation and are more socially, communicative and motivated to succeed and avoid failure (*see Table 2*):

Table 2: Factors that contribute to the development of student motivation revealed through surveys

Identified factors	The type of motivation	Total number of respondents 307	
		Number of replies	%
Internal passion for learning English	Internal motivation	51	16
A desire to communicate in English		32	10
Teacher management	External motivation	82	27
Official rating (types of control)		75	24
Availability of the final exam		81	26
The importance of learning materials		102	33
The desire of my family		44	14
Social obligation		55	18
Other factors		54	18

The main purpose of the survey was to identify the main factors that positively influence to the process of learning English, increasing the level of the motivation and encourage them to work more intensively in the classroom.

Respondents' skills as a facilitator for learning outcomes, including teacher skills, learning materials, aspiration for positive assessment, as well as professional development, material texts, topics, lessons, teacher and university incentives, teacher motivation, financial benefits, exercises and tasks specific factors are mentioned. These data were analyzed by quantitative research method and the factors that contribute to the greatest effectiveness in answering all of the questions or to prevent classroom decline were identified. The results of the responses show that the following are the dominant factors to effective English language learning:

1. The content of learning materials.
2. The relevance of teaching content to the needs of the students.
3. Fun and purposeful exercises and tasks.
4. Taking into account professional and scientific needs.
5. Preparation for final and final exams.

It should be noted that identifying student motivation is not the focus of our research. They are being studied as a tool to develop positive motivation that will enhance the effectiveness of teaching English to students. Adaptation of motivation features to students' ability to learn English will be taken into account in the content of teaching, the organization of the learning process, and the creation of learning materials. It will greatly contribute to the effectiveness of foreign language courses to take into account these factors in the organization of lessons and the selection and creation of teaching materials.

The role of the teacher in improving the effectiveness of lessons and in determining the attitude of students to science has long been recognized by a number of scholars. In addition, we can assume that students' role as teachers in motivational function is an affirmation of these points. The general results of the surveys and observations aimed at identifying motivation factors for learning English are as follows (see Table 3):

Table 3: Summary of surveys and observations results aimed at identifying motivation factors for learning English in the experimental areas

	Motivational factors	The amount of answers	%
1.	The content of the training material	112	36
2.	Successful grading and control	91	29
3.	Teacher's pedagogical skills	109	35
4.	Conformity of the educational process with professional activity	83	27
5.	Presence of healthy competition and encouraging communication in the lessons	45	14
6.	Group environment readiness for learning	32	10
7.	Matching exercises and tasks to students' abilities	38	10
8.	The relevance of incentives and guidelines	41	14

As can be seen from the table, the effective content of the learning material is defined as a positive factor that influences the motivation of most students. As an example the following answers there can be included: "having more texts for reading..." (54th respondent), "Working

with specialty materials..." (139th respondent), and *"Lessons are more effective if the materials are interesting..."* (281th respondent)

The answers conveying the assessment and control as a main factor can be found in the second part of the questionnaire, for example *"positive assessment on final exam..."* (288th respondent), *"getting an excellent mark..."* (77th respondent) also, the information concerning on "Working more intensively in English classes" was given in the part 9 such as: *"Objective assessment..."* (258th respondent), *"Getting an excellent mark from the teacher..."* (134th respondent) and *"Having final exam on English..."* (89th respondent).

Conclusion

Thus, the data from the research showed that the most influencing factors are the following:

- Interesting materials;
- Teacher's method of teaching;
- Successful assessment.

The baseline analysis and lesson observations show that these motivational factors identified during research are not adequately used in practice.

To conclude with, it is important to state that most of the non-linguistic HEIs students learn English by the influence of the external motivational factors. The reason for this is the political, social and cultural peculiarities of the territory of Uzbekistan. Therefore, a thorough understanding of the criteria for evaluating English language courses and curricula, and the fact that teaching materials are fully reflecting the goals and objectives set out in these criteria, and the use of advanced teaching methods, will lead to a positive growth in student achievement.

REFERENCES

1. Dornyei, Z. (2003). Attitudes, orientations, and motivations in language learning: Advances in theory, research, and applications. Oxford: Backwell.
2. Dörnyei Z. & Ushioda E. (2011) Teaching and Research Motivation. Second Edition. - ISBN: 978-1-4082-0502-0 © Harlow: Pearson Education Limited
3. Gardner R.C. Integrative Motivation and Second Language Acquisition. Canadian Applied Linguistics / Canadian Linguistics Association Joint Plenary Talk, May 30, 2005; London, Ontario.
4. Gardner, R.C. & Lambert, W.E. (1972) .Attitudes and motivation in second-language learning. Rowley, Mass: Newbury House.
5. Kumaravadivelu, B. (2003). Beyond methods: Macrostrategies for language teaching. NewHaven, CT: Yale University Press.
6. Ushioda, E. (2007) Motivation and language. In Östmann, J – O. and Verschueren, J. (eds), Handbook of Pragmatics (2007). Amsterdam: John Benjamins.
7. Zimnaya I.A. Psychology of pedagogy. M.: Logos, 1999. - 268 pp.
8. Eile E.P. Motivation and Motivation / EP Ilin - SPb: Peter, 2008–512s.
9. Leontev A.N. Деятелност.Сознание.Личност: Учебное пособие. - 2d e., Stereotype. - M.: Smysl: Academy, 2005. p. 379.
10. Rogova G. V. i dr. Methods of writing inostrannymyazykam v sredneyshkole / Г. V. Rogova, F. M. Rabinovich, T. E. Sakharova.— M.: Prosveshchenie, 1991.— 287 p.
11. Rubinstein S.L. Modern psychology. - SPb: Peter, 2002. – p.720.