

THEORETICAL FOUNDATIONS FOR ENHANCING MOTIVATION TO LEARN ENGLISH AMONG NON-SPECIALTY STUDENTS

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ABSTRACT

This study explores the theoretical basis for enhancing motivation among non-specialty students in learning English. It examines intrinsic and extrinsic motivational factors and reviews educational theories applicable to language learning. A framework is proposed to develop strategies tailored to non-specialty students in higher education, with a specific focus on the socio-cultural context of the Republic of Karakalpakstan. The findings emphasize the importance of contextualized and interactive approaches in fostering sustainable motivation for English language acquisition.

INTRODUCTION

The role of English as a global lingua franca continues to grow, making proficiency in this language an essential skill for academic and professional success. In Uzbekistan, the emphasis on English language education reflects national priorities aimed at improving international competitiveness. However, non-specialty students—those whose primary fields of study are unrelated to language or linguistics—often perceive English as irrelevant to their careers, leading to low motivation.

The lack of motivation among non-specialty students is particularly evident in Karakalpakstan, where socio-cultural factors and limited resources pose additional challenges. This study aims to establish the theoretical foundations for addressing these issues and enhancing motivation through innovative and context-sensitive pedagogical strategies.

Methods

The methods section describes the approaches used to explore the theoretical foundations of enhancing motivation in non-specialty students for English language learning. These methods are primarily qualitative and analytical, focusing on a systematic review of existing literature, theoretical frameworks, and contextual analysis.

Literature Review

A comprehensive review of scholarly works on motivation theories and language learning was conducted. Key sources included:

- **Motivation Theories:** Self-Determination Theory (Deci & Ryan, 1985), Expectancy-Value Theory, and Gardner's Socio-Educational Model.

- **Language Learning Pedagogy:** Research on task-based learning, contextualized teaching, and motivational strategies. The review aimed to identify gaps and establish a foundation for developing motivation-enhancing strategies tailored to non-specialty students.

Theoretical Framework Analysis

Key educational theories were analyzed to determine their applicability to the context of non-specialty students in higher education. This included:

- Examining the relationship between intrinsic and extrinsic motivation.
- Evaluating the role of cultural and institutional factors in sustaining motivation.
- Exploring effective pedagogical models, such as communicative language teaching and interactive approaches.

Contextual Analysis

The socio-cultural and educational characteristics of Qoraqalpog'iston were studied to understand their influence on student motivation. Data sources included:

- Reports on higher education in the region.
- Studies on language preferences and attitudes towards English learning.

This analysis provided insights into the specific challenges faced by non-specialty students and informed the development of contextualized motivational strategies.

Comparative Approach

The study compared findings from global research with the local context to identify similarities and differences in motivational factors. This approach helped in adapting global theories to Qoraqalpog'iston's unique needs.

Data Analysis Techniques

- **Thematic Analysis:** Key themes related to motivation were extracted from the literature and contextual studies.
- **Synthesis of Findings:** The insights were integrated to propose a theoretical framework for improving motivation in non-specialty students.

Results

The results highlight the theoretical insights and contextual findings on enhancing motivation for English language learning among non-specialty students in higher education. These findings are derived from the systematic review, theoretical analysis, and contextual exploration outlined in the methods.

Types of Motivation in Language Learning

The study identified two primary types of motivation relevant to non-specialty students:

- **Intrinsic Motivation:**

Students are driven by internal factors such as personal interest, the joy of learning, or a desire for self-improvement. However, intrinsic motivation was found to be limited among non-specialty students due to the perceived lack of relevance of English to their primary field of study.

- **Extrinsic Motivation:**

External factors, such as achieving academic success, career benefits, or meeting institutional requirements, were dominant. This form of motivation was often short-term and insufficient for sustained engagement.

Key Factors Influencing Motivation

The study revealed several factors that influence motivation in non-specialty students:

- **Relevance of Content:**

Students were more motivated when English learning activities were directly linked to their academic and professional goals.

- **Cultural and Socioeconomic Contexts:**

In Qoraqalpog'iston, where students often prioritize local and regional languages, the global significance of English is not always evident. This diminishes its perceived value.

- **Institutional Support:**

Access to well-designed resources, modern teaching tools, and competent instructors significantly affects motivation.

Applicability of Motivational Theories

The analysis of motivation theories revealed their relevance and limitations in this context:

- **Self-Determination Theory:**

The need for autonomy, competence, and relatedness was evident among students. For instance, students performed better when they could relate language tasks to their personal or professional lives.

- **Gardner's Socio-Educational Model:**

The integrative aspect of learning English as a gateway to global communication was underutilized, especially in rural and less exposed areas.

Challenges Specific to Non-Specialty Students

- **Low Perceived Relevance:**

Many students believed English was not directly applicable to their future careers, reducing their interest in learning.

- **Monotonous Pedagogy:**

Traditional teaching methods, such as grammar translation and rote memorization, were not engaging for students.

- **Language Anxiety:**

Fear of making mistakes and lack of confidence further hindered active participation in learning.

Proposed Framework for Motivation Enhancement

Based on the findings, a theoretical framework was developed to address motivational challenges:

- **Task-Based Learning:**

Incorporate activities that simulate real-world applications of English in various professions.

- **Contextualized Teaching:**

Use culturally relevant materials and examples to make learning relatable.

- **Interactive Approaches:**

Employ methods such as group discussions, role plays, and gamification to increase student engagement.

Discussion

Integrating theoretical insights with practical strategies can significantly enhance motivation among non-specialty students. For instance:

1. **Task Relevance:** Designing activities that align with students' fields of study.
2. **Cultural Integration:** Using materials that reflect students' local contexts to make learning relatable.
3. **Interactive Pedagogy:** Employing group discussions, role-plays, and multimedia tools to make learning engaging.

Moreover, institutional support, such as providing well-trained teachers and modern resources, plays a crucial role in maintaining student motivation.

CONCLUSION

Enhancing motivation for English language learning among non-specialty students requires a multifaceted approach grounded in theoretical principles. By addressing intrinsic and extrinsic factors and adapting strategies to local contexts, educators can foster sustainable engagement and improve language learning outcomes.

Recommendations

1. Conduct further empirical research to validate proposed motivational strategies.
2. Develop and implement teacher training programs focused on motivation-oriented pedagogy.
3. Encourage collaboration between institutions to share best practices for motivational enhancement.

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