



THE IMPACT OF MOTIVATION IN IMPROVING TEFL COURSES

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Annotation: The article discusses motivation and some ways to improve it in language learning. Much attention is paid to the issue of increasing motivation, preserving and developing students' interest in the subject "foreign language", both in psychology and in the methodology of teaching this subject. The complexity and versatility are emphasized by many methodologists and, in accordance with this, offer various approaches to solving this problem.

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The objective need of modern society, especially in the context of the restructuring of all its links, including education, is the search for optimal ways to organize the educational process of rational options for the content of education and its structure. It seems important that different teaching strategies are tested in the school. The more alternative methodological solutions there are, the more fruitful the search for new ways of teaching the subject as a whole will be. At the same time, the central problems of restructuring the teaching of foreign languages in higher education are the issues of determining the goals, as well as the content of teaching, adequate to them, in the development of which the ideas about teaching not just a language, but a foreign language culture in the broad sense of the word seem to be the most effective.

Firstly, the goal is determined by the objective needs of the majority, expressing its social order;

Secondly, it itself determines the entire system of education, defining both the content of this system and its organization.

Strengthening the communicative side of this orientation is reflected in the transformation of the learning objectives of the TEFL and the content of training. TEFL as an academic subject will be able to fully implement its functions only if all aspects of the learning process are considered on equal terms, which means their equality in terms of their significance for the formation of the student's personality.

The state standard of the level of training in foreign language notes that the formation of communicative competence is inextricably linked with socio-cultural and regional knowledge, in other words, with "secondary socialization". Without knowledge of the socio-cultural background, it is impossible to form communicative competence, even within limited limits. Only culture in its various manifestations contributes to the formation of a person's personality. I. Passov defines the new term "foreign language culture" as an integral component of the content of education. By foreign language culture, we mean everything that the process of mastering foreign language can bring to students in the educational, cognitive, developmental and educational aspects.

At the same time, teaching a foreign language culture is used not only as a means of interpersonal communication, but also as a means of enriching the spiritual world of a person on the basis of acquiring knowledge about the culture of the country of the target language (history, literature, music, etc.), knowledge about the structure of the language, its system, character, characteristics, etc.

Much attention is paid to the issue of increasing motivation, preserving and developing students' interest in the subject "foreign language", both in psychology and in the methodology of teaching this subject. The complexity and versatility are emphasized by many methodologists and, in accordance with this, offer various approaches to solving this problem. Solution paths are associated with:

- The creation of a specially designed system of exercises, performing which students would feel the result of their activities;
- The involvement of the emotional sphere in the learning process;
- The nature of the teacher's pedagogical influences, in particular the presence of incentives and reinforcements;
- The use of audiovisual means in the classroom;
- The use of personal individualization;
- The development of a system of extracurricular activities that enhance the motivational side of language learning.
- Also, we can say that the improvement in motivation goes through the following :
- Involvement of students in independent work in the lesson;
- The problematic nature of tasks and situations;
- Control of knowledge and skills;
- The use of cognitive games;
- Regional material and, of course, the benevolent attitude of students.

According to psychological studies of motivation and interest in teaching a foreign language, the efforts of a teacher should be aimed at developing the internal motivation of schoolchildren's learning, which comes from the activity itself and has the greatest incentive force.

Intrinsic motivation determines the attitude of schoolchildren to the subject and ensures progress in mastering a foreign language. If the student is encouraged to engage in the activity itself, when he likes to speak, read, perceive foreign speech by ear, learn new things, then we can say that he has an interest in the subject "foreign language" and conditions are provided for achieving certain success. From the above, we see that at present there is a sufficient amount of research in the psychology and methods of teaching foreign languages, allowing them to be used in further searches for a solution to the problem and to implement a value approach in its consideration.

In a holistic consideration of the problem of motivating learners to study foreign languages, the researchers proceed from the fact that the following components interact in learning:

- A student and how he masters foreign language knowledge, skills and abilities: what motives inspire him to work?
- The teacher and how he teaches, guided by methodological principles, using methods, techniques, means and forms of teaching.
- The subject itself "foreign language" - i.e. linguistic and speech units that must be entered into the memory of students.

Thus, when forming a positive attitude of learners to the subject, it is necessary to take into account the factors emanating from whom we teach, how we teach and what we teach. Language is the most important means of human communication, without which the existence and development of human

society is impossible. The expansion and qualitative change in the nature of international relations of our state, the internalization of all spheres of public life make foreign languages really in demand in practical and very human activities. They are now becoming an effective factor in the socio-economic, scientific, technical and general cultural progress of society. All this significantly increases the status of the subject of a foreign language as a general educational discipline and motivation for learning. The main purpose of a foreign language is to acquire students' ability to communicate in a foreign language. We are talking about the formation of communicative competence, i.e. the ability and willingness to carry out both direct communication (speaking, listening comprehension) and indirect communication (reading with understanding of texts, writing).

A foreign language opens up direct access for students to the enormous spiritual wealth of another nation, raises the level of their humanitarian education (which is especially important in the context of gymnasium education). Therefore, a foreign language is assigned a significant role in terms of the formation of a personality, a person of culture.

Learning a foreign language presupposes primary education and awareness of one's own thinking, i.e. understanding that there are different ways of forming thoughts. Various connections between the form and meaning of linguistic phenomena. This awareness is achieved by comparing native and foreign languages. Teaching this subject contributes to the formation of a culture of communication, involving the ability to listen to the interlocutor, tolerance and courtesy towards communication partners.

Work on a foreign language, especially independent work, develops purposefulness in learners, teaches them to be attentive to the text, forming a thoughtful reader - a quality that every cultured person needs. The study of a foreign language contributes to the general speech development of the student, which is manifested, firstly, in improving the ability to plan their speech behavior, correlating the goals with the expression of the content and having the students' language means; secondly, in increasing the level of practical knowledge of the native language, forcing students to be more attentive to the ways of expressing their thoughts, to speech etiquette. This is the manifestation of the interaction of all language school subjects that contribute to the formation of the foundations of philological education of schoolchildren. This allows students to perceive TEFL as a means of communication and contributes to the formation of socially important personality traits. The learning process, built on a communicative basis, is personality-oriented. Communicative learning is built in such a way that the context of the students' activities, their experience, worldview, educational and non-academic interests and inclinations, their feelings are taken into account in every possible way when organizing communication in the lesson, while passing the topics, an emphasis is placed on discussing problems from the life of our society.

Students get the opportunity to discuss their affairs and actions, current events from the life of the class, school, city, country, planet, learn to express their attitude to what is happening, to substantiate and defend their own opinion. Creating a favorable psychological climate in the classroom, taking into account the emotional well-being of each student is an indispensable condition for communicative communication. The atmosphere of benevolence, emancipation, and respect for the personality of the student helps students to free themselves from psychological barriers, from constraint, shyness, and insecurity. Communicative learning contributes to the formation of a study group as a team, helps to form a personality in a team and through a team. Communication learning involves organizing the learning process as a model of the communication process. Foreign language lessons become lessons in teaching communication through communication.

Therefore, today, TEFL like no other subject can contribute to an increase in the culture of communication. In the learning process, children learn communication techniques, master speech etiquette, master the strategy and tactics of dialogical and group communication, learn to be speech partners. It is known that the ability to communicate lies at the heart of the organization of production and social relations, management and service sectors, all forms of education, family relations.

Oriented learning can lay the foundation for professional training (stewardess, salesman, and transport worker, merchant) thereby increasing cognitive activity. The use of authentic materials increases

motivation in learning. The task of linguistic and cultural studies is to familiarize schoolchildren with the country of the target language (English), acquaintance with the system of worldviews, ethical assessments, aesthetic tastes dominating in society, the formation of a positive attitude, respect for the country of the target language, for the way of life of other people. The combination of classroom and extracurricular work creates conditions for a systematic, consistent and purposeful presentation of regional geographic information, the study of certain aspects of the country of the target language, concerning its culture (historical events, literature, music, fine arts, sports life, theater and cinema, national holidays and traditions, youth organizations, media, environmental issues).

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