

Motivational determinants in the process of learning English as a foreign language

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Annotation *This article examines the pivotal role of motivation in learning English as a Foreign Language (EFL). It establishes motivation as the key driving force behind a learner's effort, strategy use, and persistence. The text outlines foundational theoretical frameworks, including integrative/instrumental and intrinsic/extrinsic motivation. It then analyzes crucial determinants affecting motivation, such as the teacher's role, learning environment, cultural context, and learners' self-efficacy. Moreover, a significant portion is dedicated to practical pedagogical strategies for fostering motivation. These include implementing communicative activities like role-plays and problem-solving tasks, utilizing technology and project-based learning, providing constructive feedback, and promoting learner autonomy. It emphasizes that connecting language learning to real-world contexts and cultural interaction is essential for developing meaningful, integrative motivation. As well as, the article concludes that understanding and nurturing these motivational factors is critical for creating effective learning environments that lead to sustained linguistic competence and a positive attitude toward lifelong learning.*

Keywords *Motivation, English as a foreign language, intrinsic motivation, extrinsic motivation, learning environment, teacher's role, self-efficacy, language acquisition*

Мотивационные детерминанты в процессе изучения английского языка как иностранного

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Аннотация *Данная статья исследует ключевую роль мотивации в изучении английского языка как иностранного. Автор определяет мотивацию как основную движущую силу, влияющую на усилия, выбор стратегий и настойчивость учащихся. В тексте рассматриваются фундаментальные теоретические, включая интегративную/инструментальную и внутреннюю/внешнюю мотивацию. Анализируются детерминанты, влияющие на мотивацию: роль преподавателя, образовательная среда, культурный контекст и самооэффективность обучающихся. Значительное внимание уделяется практическим стратегиям для стимулирования мотивации, таким как коммуникативные задания (ролевые игры, решение проблем), использование технологий, проектная работа, конструктивная обратная связь и развитие автономии учащихся. Подчеркивается важность связи обучения с реальными жизненными ситуациями и культурным взаимодействием для развития устойчивой интегративной мотивации. Статья заключает, что понимание этих факторов*

необходимо для создания эффективной образовательной среды, способствующей успешному овладению языком

Ключевые слова

Мотивация, английский как иностранный язык, внутренняя мотивация, внешняя мотивация, учебная среда, роль преподавателя, самоэффективность, овладение языком

Ingliz tilini chet tili sifatida o'rganish jarayonidagi motivatsion omillar

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Annotatsiya

Ushbu maqola chet tili sifatida ingliz tilini o'rganishda motivatsiyaning hal qiluvchi rolini o'rganadi. Muallif motivatsiyani o'quvchining sa'y-harakatlari, strategiyalari va izchilligiga ta'sir ko'rsatuvchi asosiy omil sifatida belgilaydi. Maqolada integrativ/instrumental va ichki/tashqi motivatsiya kabi asosiy nazariy tushunchalar yoritilgan. Shuningdek, motivatsiyaga ta'sir etuvchi omillar: o'qituvchining roli, o'quv muhiti, madaniy kontekst va o'quvchining o'ziga ishonishi tahlil qilingan. Motivatsiyani oshirishga qaratilgan amaliy strategiyalarga alohida e'tibor berilgan: rol o'yinlari, muammoli vaziyatlarni hal qilish kabi kommunikativ mashqlar, texnologiyalardan foydalanish, loyiha asosidagi ta'lim, konstruktiv fikr-mulohaza va o'quvchilarning mustaqilligini rivojlantirish. Til o'rganishni real hayot vaziyatlari va madaniy almashinuv bilan bog'lash barqaror integrativ motivatsiyani shakllantirish uchun muhim deb hisoblanadi. Xulosa qilib, ushbu omillarni tushunish va rag'batlantirish samarali o'quv muhitini yaratish va tilni egallashda muvaffaqiyatga erishish uchun zarurdir.

Kalit so'zlar

Motivatsiya, ingliz tili chet tili sifatida, ichki motivatsiya, tashqi motivatsiya, o'quv muhiti, o'qituvchining roli, o'z kuchiga ishonch, til o'zlashtirish

The effectiveness of foreign language learning depends on several psychological and social factors, among which motivation plays a particularly central role. Motivation serves as the driving force that determines a learner's desire, effort, and persistence in achieving language proficiency. In the case of English as a Foreign Language (EFL), motivation not only influences how much time learners invest in studying but also shapes the strategies they use and their overall attitudes toward the language. This essay explores the main motivational determinants affecting the process of learning English as a

foreign language and highlights the importance of fostering motivation in language education.

Motivation in the context of second or foreign language learning is defined as the combination of effort, desire, and positive attitude toward the goal of learning the language (Gardner, 1985). Gardner and Lambert (1972) identified two major types of motivation: integrative and instrumental. Integrative motivation refers to the learner's wish to integrate into the culture of the target language community, while instrumental motivation relates to practical benefits such as

employment, travel, or education. Both types of motivation contribute to the learner's success, though their influence may vary depending on the learner's personal goals and sociocultural context.

In addition, psychologists distinguish between intrinsic and extrinsic motivation. According to Deci and Ryan (1985), intrinsic motivation comes from internal drives, such as curiosity, enjoyment, or personal interest, whereas extrinsic motivation is driven by external rewards like grades, praise, or recognition. For sustainable language learning, intrinsic motivation is particularly valuable because it leads to deeper engagement and long-term retention of knowledge (Dörnyei, 2001).

Motivation in EFL learning does not develop in isolation; it is influenced by a range of internal and external factors.

Teacher's Role. The teacher's attitude, enthusiasm, and teaching style are crucial in shaping students' motivation. A supportive and encouraging teacher can inspire confidence and reduce anxiety, while negative or indifferent attitudes may discourage learners. Positive reinforcement, constructive feedback, and empathetic communication help create a motivating classroom atmosphere (Brown, 2007).

Learning Environment. The classroom environment also plays a significant role. An atmosphere that promotes cooperation, respect, and open communication increases students' willingness to participate. When learners feel psychologically safe and valued, they are more likely to take risks and use the target language actively (Dörnyei & Ushioda, 2011).

Cultural and Social Context. Cultural exposure and social influences contribute significantly to learners' motivation. Students who have contact with English-speaking cultures through media, travel, or social networks often develop stronger integrative motivation. Similarly, parental support and encouragement from peers can strengthen

learners' confidence and determination to succeed (Gardner, 2007).

Personal Goals and Self-Efficacy. The ability to set realistic goals and believe in one's potential, known as self-efficacy, also affects motivation. Learners who view challenges as opportunities rather than obstacles tend to show higher persistence and achievement (Bandura, 1997).

Teachers play a key role in sustaining learners' motivation. Some effective strategies include:

Using communicative and meaningful activities that connect classroom learning to real-life situations. One of the most successful approaches I observed was role-play simulation. In these activities, students were placed in everyday scenarios such as job interviews, shopping, or making travel arrangements. By acting out these roles, learners practiced real communication, developed pragmatic competence, and gained confidence in spontaneous speaking. The use of realistic contexts helped them see how classroom language could serve practical purposes beyond the lesson.

Another activity type that proved highly effective was problem-solving or decision-making tasks. These activities required students to work in pairs or groups to discuss real-life issues, such as planning an event or proposing solutions to a community problem. Such tasks encouraged negotiation of meaning, critical thinking, and cooperative learning. Students were not merely producing language for its own sake but were using it to achieve a shared goal – a key feature of meaningful communication.

Finally, I explored project-based learning (PBL) as a means of fostering long-term engagement with authentic language use. In this approach, students designed projects that connected to their own experiences or communities, such as creating a video presentation about local traditions or interviewing people about social issues. These projects gave learners a genuine sense of

purpose and ownership, allowing them to integrate listening, speaking, reading, and writing skills in a real-world context.

In addition to communicative and task-based approaches, incorporating technology and multimedia resources has become an essential part of connecting classroom learning to real-life communication. During my research, I observed that the use of digital tools – such as videos, podcasts, interactive applications, and online collaboration platforms – significantly increased student motivation and engagement (Turayeva, 2025). Technology allowed learners to experience authentic language input and participate in interactive activities that mirrored real-world communication.

For example, students used video conferencing tools to conduct interviews with peers from other countries, which not only improved their speaking and listening skills but also enhanced their intercultural awareness. In another instance, learners created digital presentations and short videos on social topics, integrating their language knowledge with creativity and media literacy. Such experiences encouraged students to use English beyond the boundaries of the classroom and to perceive it as a living, global means of communication.

Another important aspect I identified in my research is the value of providing regular, positive feedback and acknowledging students' progress. Feedback plays a crucial role in sustaining learners' motivation and helping them recognize their own improvement. When teachers give constructive comments and highlight what students do well, learners become more confident and willing to participate in communicative activities.

In many cases, students expressed that positive feedback encouraged them to take risks in speaking and to experiment with new language structures without fear of making mistakes. This kind of supportive classroom environment fostered a sense of achievement and belonging, which are essential for

meaningful learning. Moreover, consistent recognition of progress – whether through verbal praise, written comments, or self-assessment checklists – helped students reflect on their learning journey and set personal goals for further improvement.

Through this approach, feedback was not merely an evaluation tool but a powerful motivator that strengthened the connection between effort and success. It reinforced the idea that language learning is a continuous process, where every small achievement contributes to real communicative competence and confidence in using English beyond the classroom.

In addition to communicative and technology-enhanced methods, my research also highlighted the importance of encouraging learner autonomy by allowing students to make choices about learning topics and methods. Giving learners a sense of control over their learning process fosters intrinsic motivation and deeper engagement with the language. When students are offered opportunities to select topics that reflect their interests or to choose how they wish to complete certain tasks, they become more invested in the learning experience.

For instance, during project-based activities, students who were allowed to choose their own research topics – such as cultural traditions, environmental issues, or modern technology – demonstrated greater enthusiasm and creativity. They took responsibility for their learning, planned their work more independently, and collaborated more effectively with peers. This autonomy encouraged them to view English not merely as a school subject but as a practical tool for expressing personal ideas and exploring the world.

Encouraging learner autonomy also helps teachers shift from being the sole source of knowledge to becoming facilitators and guides. In this environment, students learn to evaluate their own progress, set achievable goals, and use a variety of strategies that suit their

individual learning styles. Ultimately, autonomy empowers learners to continue developing their language skills beyond the classroom, fostering lifelong learning and sustained communicative competence.

Another essential component identified in my research is creating opportunities for cultural interaction to develop integrative motivation. Language learning is not only a cognitive process but also a deeply social and cultural one. When students are exposed to the target language culture through interaction, they begin to understand the values, traditions, and ways of thinking that shape authentic communication. This awareness fosters integrative motivation – the desire to learn a language in order to connect with its speakers and participate in their cultural world.

In practice, cultural interaction can take many forms. For example, students can engage in online exchanges with peers from other countries, participate in international projects, or explore films, songs, and literature in the target language. These experiences help them develop empathy, intercultural sensitivity, and respect for diversity. They also make the language more meaningful, as students begin to associate it with real people, stories, and communities rather than abstract grammar rules.

Such opportunities for cultural exchange enrich the classroom environment and make language learning more authentic and inspiring. As learners build connections with other cultures, their motivation to communicate meaningfully increases. This integrative approach transforms language study into a bridge between people and cultures, promoting not only linguistic competence but also global understanding.

By implementing these strategies, educators can help learners develop both intrinsic and extrinsic forms of motivation, resulting in improved language performance and greater learner satisfaction.

Motivation remains one of the most decisive factors in learning English as a foreign language. It determines not only how effectively students learn but also how long they remain committed to the learning process. Understanding motivational determinants such as teacher influence, classroom climate, cultural exposure, and personal self-efficacy enables educators to create learning environments that inspire and sustain students' enthusiasm. Ultimately, fostering motivation is not only about achieving linguistic competence but also about cultivating a positive attitude toward lifelong learning and intercultural understanding.

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