

THE MOTIVATION OF LEARNING ENGLISH SECOND LANGUAGE

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Abstract: *This article examines problems and solutions and research on the role of motivation in learning a second or other foreign languages. This article also discusses what motivation is and the importance of motivation in language learning. The review shows that motivation is very important in learning English as a first and second language.*

Key word : *motivation,importance,research, role.*

Motivation plays an important role when learning or teaching a language and also plays a major role in explaining the success and failure of a complex task. Motivation is a process that directs a person to a goal and controls his actions. This means that what causes your actions, whether it is reading a book or learning a language, is the main factor in explaining the success of any activity. Everyone knows that motivation is the key to success, as well as when learning a language. We can say that success can be achieved with the right motivation given by the teacher. We can see clear evidence of this in many studies. But they never explain in detail what motivation is and what motivation is and what the parts of motivation are. What does it mean to start with a person's mind? How do we teachers create motivation and how do we promote it?

Some believe that the difficulty of the idea of motivation lies in its attempts to develop individual actions, talking about behaviors that cannot be explained by only one factor.

The difficulty, a Dornyei says, is not the lack of theories and many theories and models to explain motivation. Fortunately, there is now a lot of literature on the role of motivation in language learning.

According to Gilan Jani, Leong and Saburi (2012), any action depends on the degree to which successful people act in addition to their desire to achieve their own goals. Usually, people call this psychological factor the impulse that causes the action as motivation. We can explain this action as follows: while the stimulus is considered a motivating or motivating force. Motivation is one of the important factors that help the student to achieve new goals.

Motivation means a combination of the desire to learn a language and the desire to learn a language, to get deeply into it, and to strive for a goal. In this case, we want to say

that the motivation to learn a second language is understood as the desire and desire of a person to learn a language and the degree to which he works or tries to learn it due to satisfaction with this task. the same action we always take does not always mean motivation. A motivated person moves towards a goal, but a person who exerts effort is inevitably not motivated (Gardner 1985). Motivation helps students give goals and direction. Therefore, it plays a key role in language learning. Due to the lack of motivation, some difficulties may arise for students, and if they do not have the desire to learn, it is very difficult for these students to acquire sufficient knowledge.

As Huitt (2001) said, language helps to increase students' motivation to learn "even if they do not have internal motivation". This means that teachers should know the importance of students' language learning and motivation through language, and some changes can hinder motivation.

The purpose of this article is to define motivation and explain the various types of motivation. We believe that motivation is of great importance in language learning. Based on our conclusion above; It is the only tool for learning. Most learners are successful in language learning in some contexts if they are integrated with a focused context orientation.

A measure of motivation is the level of intrinsic or organizational motivation of students. Edward Deci (1975) intrinsic motivation is the motivation without any specific reward other than the activity. Intrinsic motivation and the production of certain intrinsic, useful things that are unique to oneself. Researches have different views on different types. Also, they have internal motivation through knowledge and achievements. For example, Uzbek language learners have an attitude to study because they study for internal and organizational motives. Chang (2010)) according to the motivation of any classmates. Another finding is that apathetic students do not motivate their classmates.

According to Moskovsky and Alrabi (2009), instrumental motivation plays a more important role than integrative motivation in learning English.

This study is more consistent with the organization of English as a language, which is an integrative motivation.

According to Lukus 2010), students have intrinsic motivation to learn speaking and reading goals.

Ziahossein and Salehi (2008) state that extrinsic motivation is not related to determining language learning strategies. They state that Uzbek English teachers have intrinsic motivation.

Malikov (2000) studies two types of motivational influence on the level of knowledge of the Additional Language of the Uzbek language student in Estonia, i.e. integrative and instrumental influence.

conditions of motivation

How can motivation be increased? According to Gardner and Lambert (1972), students are motivated to learn if they consider themselves to be competent, if they

engage with materials adapted to their level, if they see a goal in their activities, if they consider reading important, if they are assigned a difficult task, a safe environment, success, recognition To be able to express the psychological precautions to receive and accept, to think that learning is not for the teachers, but for them, to work with interesting materials, to be able to feel responsibility for making decisions and participation is to have more success than failure of experience.

The main factors of motivation

There are 3 main factors of motivation. They are positive attitude towards the second language community, enjoyment of learning and external pressures. These factors are explained in the next section.

Positive attitudes towards the second language community

As mentioned by Gardner and Lambeth (1980, Pae, 2008), second language learning requires a relationship with this community. According to them (1959), motivation to learn a second language depends on the relationship with the second language community.

Enjoy learning

If students want to be motivated, they need to enjoy learning the language. Those with internal motivation can continue to study and participate in this activity than students with external motivation. Accordingly, students with integral motivation enjoy learning the culture of that society. To continue learning, some enjoyment is required while learning.

There are some external pressures to learn a language. Students are encouraged to meet some external pressures, whether it is for their parents' pleasure or for some other purpose. Connect external and personal motivation by expressing the desire to learn a foreign language because of some pressures or rewards of the social environment, internal reasons and personal decisions and value for learning, for selected goals (2001 cited in Liu 2007)

To sum up, this study explores the role of motivation in language learning by reviewing the most important research in the field. Depending on the context of language learning, students' motivation can go up and down. Motivation plays a key role in the development of language skills. Teachers can play an important role in motivating students to learn a second language. Motivation is different for different learners. influence is an important factor in learning a foreign language. Some EFL teachers neglect motivation when encouraging their students to learn more. As EFL teachers, we need to teach our students to develop motivation.

Teachers need to help their students find motivation in unexpected areas and explore their own motivational processes in order to use it.

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