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IMPORTANCE OF MOTIVATION IN LEARNING FOREIGN LANGUAGES

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First of all, it is necessary to determine the methods of teaching foreign languages. On the same meaning of the concepts "motivation" and "motive"; The reason for this is that the need to introduce psychology, to move to the implementation of logical research into practice, to enter into the interaction between motivation as a psychological behavior of a real person, to regulate it, requires knowledge today. types of motives in general, laws of human behavior and especially in relation to a foreign language; Finally, it comes down to motivations and their implementation. On the other hand, based on the need to consider the problem of motivation, there is a need to correlate the methods of domestic and foreign psychology and the internal motivational tendencies of a person to learn foreign languages.

Reviews of domestic and foreign works are interpreted in different ways. In one case - according to psychologists, currently the psychology of supporting and controlling, that is, determining factors collected data to clarify certain behaviors, in the other case - as a set of motives, the main in positions and. the next, broader and deeper third - as a stimulus that gives rise to the activity of researching motivational problems [1]. Let's take a closer look at the organism and determine its direction. Thus, consider some basic rules that are directly related S. Y. Golovin defines the interests, values and ideals of a person as meaning-forming factors of motivation: "The source of the development of motives in a person is an endless social process. material and spiritual production of values. Such potential motives

in ontogenesis are values, interests and ideals specific to a certain society, and if they are mastered by an individual, they can have a driving force and become real motives" [Golovin, 2001: 381.]. In addition, motivation is seen as a process of mental regulation of certain activities, as a process of motivational action and as a mechanism that determines the emergence, direction and methods of certain forms of activity, as a general system of processes responsible for responsibility motivation and activity [7].

There are five other types of motivation:

1. Target motivation-what is needed for this activity, what it is aimed at and with the help of which it is carried out, is well absorbed.

2. Motivation for success — if the subject "succeeds", then it is studied with double interest. Motivation in learning foreign languages increases significantly if the prospects for using knowledge are realized not only in the classroom, but also in extracurricular activities.

3. Regional motivation-the language quickly reacts to all social changes in the life of a particular country. It reflects the customs and customs of the country. All this is of great value for understanding the social nature of language.

4. Aesthetic motivation helps to make learning a language a pleasure.

5. Instrumental motivation takes into account the temperament of students and allows each student to express themselves in their favorite type of work [3].

The problem of motivation in teaching arises in every learning subject. However, the problem of motivation to learn foreign languages in secondary school is particularly acute. Researchers of the question of motivation give data on its decline from class to class. At the same time, it is noteworthy that until the moment of learning a foreign language and at the very beginning, students usually have high motivation. They want to express themselves in a foreign language with their peers; it is tempting to recite poems and sing songs in a foreign language; reading, learn about other countries. Many children see in learning a foreign language something "adventurous", penetration into a new unfamiliar world; the opportunity to reincarnate is attractive: "I am a speaker of my native language", "I am a speaker of a foreign language". In short, almost everyone has a desire to speak a foreign language, to be able to communicate directly, through a book and correspondence. But now the process of mastering a foreign language begins and the attitude of students changes, many are disappointed. After all, this process involves a period of accumulation of "building material", a stage of inevitably primitive content, overcoming various difficulties, which postpones the achievement of the goals that were dreamed of [5].

The successful start of learning a foreign language contributes to the creation of a high motivation to learn foreign languages. The success of teaching and the students' attitude to the subject largely depend on how interesting and emotional the teacher conducts the lessons. Of course, in the process of teaching foreign languages to primary school students, the game is of great importance. The more appropriate the teacher uses game techniques, visual clarity, the more interesting the lessons are, the more firmly the material is absorbed.

The use of these methods and techniques is effective in the event that students' interest in learning a foreign language decreases, then it is possible to arouse their cognitive interest, to awaken them spiritually. All children are close to the spirit of knowledge, the spirit of communication and teamwork, and they need to express themselves in creativity, fantasy, play, competition.

Motivation is regarded as an influential element in the success of any activity. It plays a crucial role in achieving the desired goals. The results of the correlational analyses indicated that students who had positive motivation and attitudes toward language study tended to do well on the module tests and to participate actively in learning English as the second language. Students' learning behaviors were rated by teachers and language assistants subjectively, thus their ratings were not always the same. However, it was interesting and useful to hear how the teachers felt about the students' participation in English lessons and individual meetings since their evaluations were generally not used for grading purposes.

Gardner [4] defined motivation as "the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language". He believes that motivation is concerned with the question "Why does an organism behave as it does?". Different people define motivation from different views and it may be due to the existence of different contexts of language learning, but the most important thing is that motivation is a key to learning a language. There are two types of motivation that should be considered when referring to second or foreign language learning. They are language learning motivation and classroom learning motivation. Language learning motivation refers to the motivation to learn or acquire a second language. According to Gardner [4], it is considered in the socio-educational model of second language acquisition. Based on Clement [2], it is considered in the social context model. It is a general characteristic of the individual that applies to any opportunity to learn the language. It is relatively stable, but it is amenable to change under certain conditions. Classroom learning motivation is what Gardner [6] represents in socio-educational model of second language acquisition, and it is also considered as an integral part of motivation in general. It refers to the motivation in the classroom situation, or any specific situation. It will be influenced by a host of factors associated with language class. So, the teacher, the content of the course, materials and facilities will influence the individual learning motivation. Gardner [3] believes that both educational context and cultural context play an important role in the formation of motivation. In order to make the language learning process a motivating experience, teachers need to put a great deal of thought into learning programs which sustain and boost students' interest and help them to achieve their term goal.

Teachers need to create interesting lessons in which the students' attention is gained. This can sometimes be accomplished by the use of teaching strategies which are not often called upon by other teachers in mainstream subject areas. Encouraging students to become more active participants in a lesson can sometimes assist them to see a purpose for improving their communication skills in

the target language. Successful communication using the target language should result in students feeling some sense of accomplishment. The use of an interesting text can also help to increase the motivation level of students in the classroom. Many texts often contain material which fails to capture the interest of students due to the heavy emphasis on vocabulary and grammar. Many foreign texts, however, which have been designed for EFL often contain topics which can create a great deal of classroom interaction and help to motivate students to develop their language skills. It is important for the instructor to take advantage of such discussion topics and help students to realize that, even though they may see no need to become proficient in a second language, the study of another language and culture can only enhance their perception and understanding of other cultures. Probably the most important way to improve motivation is to use English. Using English is fun. It is simply very enjoyable to use English to read a good book, understand a song, watch an interesting movie, get an answer to a computer problem, exchange e-mails with a native speaker, etc. The more someone uses English, the more he will want to use it. This is great, because using English is learning English.

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