

**EFFECTIVE STRATEGIES FOR SUCCESSFUL STUDENT MOTIVATION****Gulnora Abdullaeva Gaybulloevna**Assistant professor of English linguistics department  
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**Abstract:** This article presents the results of classroom analyses of teacher’s motivation, and it puts forward techniques that language teachers can use to keep their students interested and motivated by assisting them with understanding the language learning process, associate language learning with their bigger instructive and life objectives, and prevail as language learners.

**Key words:** motivation, strategies, language learning, participation, student behaviour, classroom analyses

**Аннотация:** В этой статье представлены результаты анализа мотивации учителей в классе, а также предложены методы, которые учителя иностранных языков могут использовать, чтобы поддерживать интерес и мотивацию своих учеников, помогая им понять процесс изучения языка, связывая изучение языка с их более важными поучительными и жизненными задачами, цели и преобладают в качестве изучающих язык.

**Ключевые слова:** мотивация, стратегии, изучение языка, участие, поведение учащихся, анализ в классе.

**Annotatsiya:** Ushbu maqolada sinfda o'qituvchilarning motivatsiyasini tahlil qilish natijalari taqdim etilgan, shuningdek, chet tili o'qituvchilari o'z talabalarini qiziqtirish va motivatsiyasini oshirish, ularga til o'rganish jarayonini tushunishga yordam berish, til o'rganishni ularning ko'proq bilimlari bilan bog'lash uchun foydalanishi mumkin bo'lgan usullarni taklif qiladi. Muhim ibratli va darsda ishlatiladigan vazifalar o'rganuvchilarning til o'rganishda motivatsiyaning afzalliklarni ko'rsatib beradi.

**Kalit so'zlar:** motivatsiya, strategiyalar, til o'rganish, ishtirok etish, o'quvchilarning xatti-harakatlari, sinf tahlili.

**Introduction**

It takes a long time to learn how to converse in another language. It is one of the most difficult jobs that students of foreign languages are likely to embark on, and they may quickly grow frustrated and bored with it. The modern language, English, has replaced other languages as the primary means of communication between people. As Dalby noted, there is no denying that English is becoming more widely used around the world and that there is a growing demand for English language instruction (Dalby, 2002).

It is undeniable that external factors like rewards have an impact on students' learning, even though their personal drive to succeed might boost it. Increasing student autonomy, use of classroom technology, and students' interest in the lecture can be significantly increased by turning their information into genuine competence and self-viability.

Johnstone defines motivation as an energizing factor that aids in achieving a specific goal (Johnstone, 1999). A motivated person is someone who has a drive to advance in order to accomplish a goal, according to definition from the same year (Deci, Richard, 2000).

So it seems to reason that someone would not want to accomplish their goal if they were not motivated. When used in an educational setting, a learner who lacks motivation will not be able to meet his academic goals. The outcome in terms of overall academic performance may also be impacted by this. Cook claimed that each person has a unique capacity for language acquisition (Cook, 2000).

This suggests that there are different motivational types in addition to different motivational levels and metrics. Ellis defined motivation as the effort made by students to acquire a second language out of a need or desire to do so (Ellis, 1994).

As a result, motivation is the reason people decide to perform a specific action. Additionally, it requires their perseverance and diligence in pursuing the goal.

### **Literature review**

Clinical psychologist Maslow put up the most well-known and significant hypothesis on the topic of human motivation in 1943. His thesis was predicated on individuals' subjective evaluations. According to his theory, needs drive people's motivation, and they adopt certain behaviors to satisfy those wants in their life (Maslow, 1943).

Maslow's hierarchy of needs can be described, according to Kuar, by describing the four needs that are covered by this theory (Kuar, 2013). In this hierarchy, psychological needs serve as the foundation. In terms of other necessities, this comes last. This comprises basic biological necessities like food, drink, air, a place to live, and so forth. The justification for this is that the student's fundamental psychological needs must be satisfied.

Gardner agreed with Dornyei's notion that learning L2 requires three core components, namely effort, desire, and a positive result. These characteristics, according to Gardner, are required to distinguish between motivated and unmotivated students (Gardner, 2001a).

### **Research Methodology**

The relevance of the teacher's behaviour that should be effective in encouraging student motivation in the classroom is revealed by a survey related to the study of motivation in the classroom. Minute-by-minute evaluations of how the teachers managed their classes and how the students behaved during the lesson were provided through the evaluation of the motivating part of the teachers' instructional behaviours.

The investigation was conducted using information gathered from 48 lessons taught by 18 teachers from various secondary and high schools in the city of Bukhara. On the basis of the MOLT (Motivating Orientation of Language Teaching) Observation Schedule, a thorough analysis of the teachers' motivational behaviour was conducted (see Appendix 1).

### **Analysis and results**

According to the results of this study, teachers are crucial in enhancing students' learning and motivating them. Academic achievement of students is positively impacted by teachers' good attitudes.

The MOLT observation tool was used to determine which of the following 25 motivational techniques the teachers employed while teaching their classes:

1. *Signposting*: The moment when the teacher expressly specifies the instructional objectives or provides retrospective summaries of steps already taken to realize the objectives. One teacher, for instance, described the various activities the pupils would be engaging in before quickly explaining what they would be learning in the session. Before each exercise throughout the session, the teacher outlined what the students would learn from it, and at the conclusion, she rapidly summarized their accomplishments.

2. *Social chat*: The time when the teacher and students engage in conversation that is unrelated to the lesson; either party may start the talk.

3. *Establishing relevance*: The time when the pupils are expected to pay attention as the teacher tries to relate what they are learning to their everyday life. The "personalization" component of task design is referred to as "establishing relevance" in teacher speak. Important Note: The period of time during which the instructor attempts to establish importance by asking students questions about their personal life is noted under "referential questions." During the observations, it was discovered that the majority of teachers created example sentences that referenced fictional characters from books, movies, and other popular culture

4. *Promoting integrative values*: The time when the instructor encourages students to interact with L2 speakers and cultural items while also promoting their exploration of the communities and cultures of English-speaking nations

5. *Fostering instrumental values*: The time when the teacher, for example, emphasizes the role that the L2 plays in the world and the potential value of knowing the L2 for both themselves and their local area, or notices the impetus benefits associated with the information on the L2, such as how it will help them achieve objectives that they value.

6. *Arousing curiosity or attention*: The time frame during which the teacher raises the pupils' anticipation that an impending activity will be entertaining and/or significant. For instance, the teacher might ask the students to estimate and forecast what will happen in the

future activity or to identify interesting, difficult, or crucial elements of the work or material to be mastered.

7. *Scaffolding*: The moment when a teacher explains the best tactics and/or exemplifies them for the pupils to follow, enabling them to successfully accomplish an activity (e.g., the teacher thinks aloud while demonstrating, reminds students of previously learned knowledge or skills that will help them complete the task, or has the class brainstorm a list of strategies to carry out a task).

8. *Promoting cooperation*: The moment when the teacher assigns a cooperative learning task, or explicitly encourages students to assist one another and/or gives them advice on how to do so.

9. *Supporting autonomy*: The time when the teacher gives students a choice of activities or assigns work like oral presentations, projects, or displays; in the absence of these, the teacher suggests that students use a dictionary or the Internet or conduct their own independent research, or involves them in choosing when an activity will take place.

10. *Referential questions*: The moment when the instructor asks the class sincere questions (questions for which he or she does not already have an answer), sometimes touching on the students' personal life. One instructor, for instance, asked her students, "Who is your favourite character?" and "If you were in his or her place, what would you do?" after reading a folktale.

11. *Group work* is any time that students work in groups or engage in a social activity (or other type of fluid pair activity).

12. *Pair work*: The moment when students are paired out in a set task.

13. *Material reward*: The time frame during which pupils are eligible to acquire material prizes (such as pens or stickers) for participating in a task successfully.

14. *Personalization*: When learners can convey their own meanings (e.g. experiences, feelings, or opinions). In one of the sessions, a teacher had the pupils try to estimate what a classmate (selected by the teacher) may like, as well as what his blood type and favourite colour may be, in order to practice using the word "may."

15. *Interesting, imaginative, or fantastical component*: The time when students participate in an activity that has content that is unclear, paradoxical, difficult, contentious, contradictory, or out of context, or that relates to their interests or ideals, or that calls for imagination or fantasy.

16. *Intellectual challenge*: The time frame in which the pupils participate in a task that requires intellectual challenge (e.g., students solve puzzles, discover something, find hidden information)

17. *Tangible work product*: The time frame in which the students are working to produce a visible task outcome (e.g., a poster, a video clip, a brochure).

18. *Individual competition*: The time allotted for students to participate in a game or activity that includes a component of individual competition.

19. *Team competition*: The duration of an activity that involves some team rivalry for the children.

20. *Neutral feedback session*: The time a teacher spends going over an exercise's solutions with the class, having students check their own work using an answer key, or providing impersonal feedback on a task that has been finished. Most teachers gave feedback on whether a student's response was right or wrong. Without expressing any type of personal emotion to the class, such as annoyance or personal criticism of the student, they simply expressed this orally (e.g., "Yes, Hmm-mm, No, Correct, that's wrong") or nonverbally (e.g., by nodding their heads or shaking them horizontally).

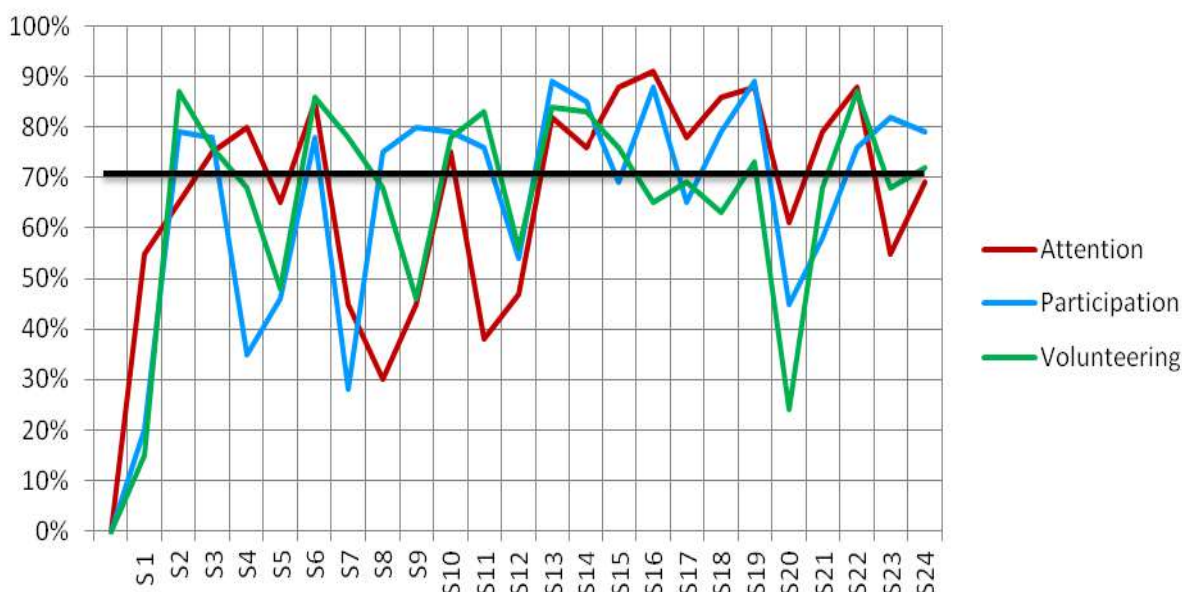
21. *Process feedback session*: The moment when the teacher concentrates on what can be learned from the mistakes that have been made and on the steps that had to be taken in order to produce a product that is either of an acceptable or praiseworthy standard or the correct answer. The teacher in this situation might ask students to defend their responses, assist them in realizing where and how they erred, provide pointers to help them get the right answer, retrace their processes to check if a proper technique was used, or debate potential alternative strategies with the class.

22. *Self/peer correction session*: When a teacher encourages students to review their own work, make corrections to it, or review the work of a peer or rectify problems in each other's work. For instance, a teacher would point out a mistake in the answers students had written on the board for an exercise and invite the class to discover it, debate why it was incorrect, and fix it as a group.

23. *Effective praise:* The teacher gives real, accurate, and proportionate praise for the student's work or accomplishment. In other words, the instructor does not just exclaim, "Good job!" but rather identifies the positive aspects of the work. Nota Bene: General adulation (such as "Good job!" or "Well done!"), affirmations of talent ("You are extremely good at English"), or adulation based on social comparison ("You did better than anyone in the class") are not counted as "effective adulation." One of the teachers complimented Nozima and Zulfiya after they performed a role-play in front of the class. Everything you said today was audible to me. I can now claim that you are growing more certain.

24. *Class applause:* The class applauds honestly at least once during a one-minute period to recognize a student's or group's achievement, initiative, or hard work, either on its own or in response to the teacher.

In addition to these, the observation schedule offered the chance to assess the learners' motivated behaviour in three categories: attention, involvement, and volunteering. As a result, the study may help us better understand how kids apply strategies in the classroom and how motivated they are. As a result, some of the aforementioned teaching techniques were more effective than others in inspiring and motivating students. The findings of the observations made in the language classroom are shown in the diagram below:



### 1. Correlation between Learners' Motivated Behaviour and Strategy variables

The graphical representation of the results of the observations displays that a number of strategies cause higher levels of attention, participation and volunteering. In other words, strategies 2,3,6,10,13,15,19,22 have appeared to be very stimulating and encouraging. When the teachers used these techniques, students' motivational behaviour revealed higher amounts of participation, attention, and volunteering. Some strategies like S8, S11, and S23 rouse much participation and sense of volunteering in learners, but they were not attention grabbing.

#### Discussion

More specifically, we've discovered that motivating students involves making language learning appealing and exciting while demonstrating the connection between languages and "real life." Teachers of foreign languages are advised to employ a number of tactics that we have found to be effective in making language sessions more engaging and pleasant.

An effective language instructor can use integrated activities or specific tactics. Everything relies on the students' aptitude and comprehension level. The methods previously mentioned make learning easier. Students' excitement and energy are increased when they are used in the classroom, which can make language sessions more interesting and inspiring.

The obvious application of this research is to train teachers to instruct in a motivating manner; this would entail not only providing them with a variety of tools or techniques in the form of a few motivational strategies, but also integrating these into a more generally motivating L2 teaching approach to take into account the students' desire for more engaging lessons.

If the students' materials have genuine inspirational components and the teachers' aids offer concrete examples of motivating ways to use the materials, then the teaching tools can play a significant role in this. If instructors would benefit from receiving specialized training in the application of motivating tactics as part of pre-service or in-service teacher education programs, that is the fundamental question that has to be answered right now. It may not be easy to convert knowledge of these methods into motivating behaviours because the study offers no information on the teaching of motivational strategies. However, as student demotivation is a significant issue in educational settings all over the world, developing strategies to increase teachers' awareness of their motivational behaviours and to educate them how to use skills that might help them inspire students ought to be a prominent pedagogical priority.

### Conclusion

A significant step toward improving language teaching would be the creation of a theoretically sound and empirically tested teacher education module that focuses on the instructor's motivational practice. The findings given here demonstrate that it is feasible to teach the curriculum in a motivating way: The study's teachers were by no means motivated educators working in a setting that promoted motivation, and they had not received any formal motivational training. Nevertheless, the components of a motivational teaching strategy that they were able to use in their classes led to noticeable improvements in their students' general motivated attitude and classroom behaviour. It appears plausible to hypothesize that if teachers used motivating tactics consistently and appropriately for the environment, this beneficial effect may be reinforced even more. In conclusion, a teacher's use of motivating teaching techniques has an impact on how driven pupils are to study. The researcher's conclusion that the teachers' use of various motivating teaching techniques to improve student motivation was supported by the data gathered from their observations of the EFL classrooms.

Since they boost students' confidence, motivating tactics can be extremely important in language classrooms because confident students demonstrate better levels of language proficiency.

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