

## THE PRODUCTIVITY OF MOTIVATION IN TEACHING LANGUAGE

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### ABSTRACT:

**Motivation in foreign language learning is a very complicated and important phenomenon. A teacher's positive attitude can motivate learners, inspire them and make them enjoy coming to the classroom. The content should be useful, interesting and appropriate for their age and level of ability.**

**Key words: Motivation, self-confident, curiosity, attitude, willingness, accuracy, suggestopedy, communicative techniques, jigsaw reading.**

### INTRODUCTION:

One of the most common causes of today are the circumstances. Strong motivation is the fact that without a language you do not live. More and more citizens of the CIS countries are taking the decision to move to permanent residence in the more economically developed countries. He realizes that without a language he does not «light» or good job or, as a rule, education or good friends, with whom you can be close to us to conduct such intimate conversations. To tell the truth, without knowing the language, you cannot explain in elementary store.

One can define it in two ways. Firstly, learners will be motivated to learn second language if they want to fulfill their professional ambitions or if they are forced to communicate, using the second language in a lot of social situations. Secondly, if students like and respect native speakers of the language, they will want more contact with them. Besides, the atmosphere must be supportive and the learning goals have to be clear and

challenging. For this one teacher should use several of methods and techniques. Teachers can make the students more interested in forthcoming activities by making appropriate and interesting remarks at the beginning of the lesson. Lessons that always have the same routines, patterns and formats are boring. That's why varying the activities, tasks and materials can be useful for avoiding boredom in the classroom. Using cooperative rather than competitive goals is also very good teaching approach. When students work together in order to solve a problem, or complete a task, they cooperate and everyone is involved. They are more self-confident and more motivated. Teachers are very satisfied when their students are motivated. In their opinion, motivated students are hard-working, active participants in the class and they are always interested in teachers' opinions about the subject matters. There are a lot of motivations which can influence a student. They can be: curiosity, attitude, willingness to try new language strategies and the desire to integrate into the activities or culture of another group of people. Students are motivated when they are allowed to work in their own style and when they have sufficient variety of input. Every individual has different motivation, emotional response in strategies. There is given some methods which we can use to students in order to motivate them.

Suggestopedy mostly aimed at optimising learning by music and rhythm, authoritative teacher's behavior and 'infantalisation' of learners, physical and psychological relaxation. The focus was on the memorization processes, which according to

the authors, was 25 times faster than in conventional learning. Another example of exploiting resources of the human psyche in teaching languages is neuro-linguistic programming (NLP), NLP is shaping one's inner world through reevaluating one's experience and using the power of the word. It aims at opening up one's inner resources as a way towards accelerated learning. Communicative approach Communicative language teaching is based on a number of typical features of the communication process. Language teaching is understood as learning to communicate through communication. The emphasis is put on the meaningful and motivated use of language by the people who communicate in order to achieve a certain goal. Language for learning is derived from communicative experience in a variety of real world situations. Fluency is put over accuracy. Interactive learning is encouraged as the way towards acquiring communication skills. The learners are taught "negotiating" the meaning (working towards better understanding each other), and using "communication strategies". Communicative competence the idea of communicative competence started to develop with the construct of "linguistic competence". Linguistic competence is understood as innate knowledge of language. Linguistic competence is only part of what is needed for communication. Communicative competence encompasses the knowledge of how to use language in the real world, without which the rules of grammar would be useless. Communicative competence can be described as including grammar competence (knowledge of grammar rules, lexis and phonetics), pragmatic competence (knowledge of how to express a message), strategic competence (knowledge of how to express a message in a variety of circumstances), socio-cultural competence (knowledge of social etiquette, national mindset and values, etc.)

Communicative competence breaks down into the two major components of knowledge: knowledge of language and knowledge of how to achieve the goal of communication. Competence is not the same as ability. In order to be able to communicate, people need psycho-physiological mechanisms, i. e. communicative skills. Communication is the process of interpersonal interaction and requires the knowledge of social conventions, i. e. the knowledge of rules about proper ways to communicate with people. In accordance with the social conventions, participants in communication perform communicative functions (to socialize, to inform, to persuade, to elicit information, to manipulate behavior and opinions, to perform rituals, etc) and communicate roles (leader, informer, witness, participant, catalyst, entertainer, etc). In order to perform these functions a speaker needs more than just the knowledge of the language. The process of communication is characterized by communicative strategies of achieving a goal through communication. Success of communication depends very much on the knowledge of successful strategies chosen by the speakers. E.g. the Prince (in "The Prince and the Pauper" by M. Twain) was unable "to ask" because he was only competent in how to "give orders". Successful strategies are known as the "four maxims" of good communication. These maxims include quality (say only what is supported by evidence), quantity (say no more and no less than you think is needed), relevance (say what is relevant to the point of communication) and manner (present your ideas clearly and unambiguously). The four maxims of successful communication can be used in teaching how to communicate effectively. Communication strategies can be goal-oriented (having a particular goal in mind), partner-oriented (with the partner and his comprehension in mind, using negotiation of meaning, persuasion, self-correction,

repetition, circumlocution, etc) and circumstances-oriented (behaving according to the situation). In choosing a strategy the participants in communication can prefer either an achievement strategy (guessing, paraphrasing yet achieving the goal) or a reduction strategy (co-operation, avoidance and sometimes giving up one's goal partially or completely). For successful communication learners need to know non-verbal means. They include proxemics (physical distance and life space in the process of communication), kinetics (body language, gestures and postures), facial expression (smiles, eye contact), haptics (the use of touch in communication), clothing and physical appearance in the process of communication (the concept of decency in clothing and physical appearance), paralanguage ("um-m", "uh-huh", etc). Many non-verbal expressions vary from culture to culture, and it is often the cause of cultural misinterpretation. E. g. a physical distance can be too close or somebody's private space can be trespassed. Gestures and postures can be inappropriate; there can be a lack of smile and eye contact. Touching somebody's body during conversation can be taken as offensive. The dressing habit can be alien. Vocal confirmation following the conversation (Aha! Etc.) can be inappropriate. In some cultures humble bows are part of etiquette while others support a proud upright posture. Teaching the language is integral to teaching culture as a set of beliefs, values and norms shared by community members, serving their identity with this social group. Co-teaching of language and culture is implemented through content-based and context-based language instruction. Content-based teaching of culture focuses on culture-related information, while context-based instruction emphasizes real-world situations where people need to behave in a culturally appropriate way. Content-based

teaching is knowledge-oriented. Context-based instruction is skill-oriented.

Communicative techniques a technique is a way for teacher to organize a learner activity. The purpose of communicative techniques is to teach communication. Communicative techniques can develop in learners productive, receptive and interactive skills that are necessary for effective communication. Activities with listening and reading aim at developing in learners skills of receiving information. Activities with speaking and writing develop in learners skills of producing information. Both can be learner interactive and thus promote communication. Some activities are more associated with reading and listening (receptive skills), while others are more often used with speaking and writing productive skills. An information gap is organized to promote speaking activities. An information gap is a situation in which a participant or a group possesses information which others do not have, while others command information that the first party is missing. E. g. a student in a pair with another student might have the train timetable for odd numbers, while her partner might have the train timetable for even numbers. Their task is to use communication for finding out complete information on how the train runs. An information gap can take the format of an opinion gap when the participants differ in their opinions. The gap is filled in the course of active communication. Any activity with an information gap can be turned into a communicative game if there are rules to name the winner. The information gap is a frequent technique used in order to organize a communicative game. E. g. you have new neighbors. They can tell you about themselves only what is given on their role cards. Try to guess their professions. Ask any questions. Direct questions about professions are excluded. A popular speaking activity is

reading from cues. It is organized when the participants write information about themselves on sticky labels in the form of separate words, dates, names, etc. Other students ask questions trying to find as much as possible about person. To achieve this goal they have to think first what a date on the sticky label might mean and ask a questions like "Were you married in 1991? ", "Maybe you got your first job in 1991? " etc. Reading and speaking processes can be boosted by a "matching" activity, in which the participants are to match pictures and texts, pictures and pictures, texts and texts (both oral and written) by using questions.

Jigsaw reading activity is organized most often with the texts that are meant for reading or listening ("jigsaw" reading and "jigsaw" listening). A text is divided into several parts. Every participant has access to only one part of the oral or written text. They ask each other questions and provide information to pool the parts of the text together and to know the contents of the whole text. Another variant is jigsaw listening when each participant or a small group listens to only some information as part of the whole. These pieces can be brought together only in the course of active communication efforts. Another activity for reading is sequencing (re-ordering). The task consists in asking the learners to restore the logical order between parts of the text. This can produce an "opinion gap" and boost communication Classroom interaction promotes a communicative classroom

atmosphere and successful communicative teaching.

All in all, the priorities of the method were to develop learners' relationships in the group, to encourage the learners' feeling of security and belonging to a group as well as asserting their personal identity. "Learner autonomy" became a new and much discussed concept. Affective learning and learner anxiety were taken seriously as an important factor of effectiveness. Instead of the formulaic knowledge the product of behaviorism teachers tried to develop in learner's heuristic knowledge.

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