

THE ROLE OF MOTIVATION IN TEACHING A FOREIGN LANGUAGE

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ABSTRACT:

The following article is about the importance of motivation in learning German and provides several definitions of the word motivation. At the same time, the main motivations of several German Methodists to learn the language are discussed.

Keywords: motivation, motive, ethnography, mentality, sich Motive geben, motivieren.

It is known that motivation (orientation) plays an important role in the rapid and effective acquisition of language learners in language learning or teaching. The word motivation (orientation) is not detailed in the explanatory dictionary of the Uzbek language. We can see that the verb to direct (moq) is given in the singular form of the verb to direct.¹

In the explanatory dictionary of the German language, this concept is explained in detail as follows:

Die Motivation, motivieren; 1. (j.n/sich) (zu etwas) m.j.n / sich zu etwas anregen od. j.m / sich Motive geben, etwas zu tun: e-m Kind e-e Belohnung versprechen, um es zum Lernen zu m.; Ich bekomme keine Gehaltserhöhung- so etwas motiviert nicht gerade; **2.etw. motiviert etw.** etw. ist ein Grund ein Motiv für e-e Tat -etw. begründet etw.: Sein schlechtes Benehmen scheint durch nichts motiviert. **3. Etw. (mit etw) m.** geschr; die Gründe, Motive für e-e Tat nennen- begründe.

(to direct someone to do something or to be directed to do something. To promise a reward to a child for studying. I am not interested in anything - not directed by something.

2. To have a motto for doing something - to justify something with something. His bad behavior does not seem to be directed by anything. To direct with something; to name the basis for doing something, the motto.)²

It seems that it will not be a mistake to understand the word explained in the explanatory dictionary as guiding a language learner to a certain reality in the process of teaching a foreign language.

Motivation is only the main factor in achieving a really high result. If a language learner has friends/friends in the country where the language is being studied, his/her interest in that language will increase and he/she will learn it easily due to motivation. Of course, emotions such as fear and joy are very important in language learning, including the use of traditions in the course of the lesson. Motives are the basis of motivation. The well-known German Methodist S.Ballived, S.Drumlar defines the following as the main motives in language learning:

1. Because the language being studied is spoken by many peoples around the world.

¹ Ўзбек тилининг изоҳли луғати. 1-том, 114-бет.

² Langenscheidt. Größwörterbuch Deutsch als Fremdsprache. Berlin und München:2008. S-746

2. Because the language is needed in professional activities.
3. Because the language sounds beautiful.
4. Because learners are especially interested in the language.
5. Because an acquaintance or friend speaks the language being studied.
6. Because it is the language of a neighbor or a neighboring country.
7. Because it is a highly cultured language or because learners want to read a particular text or source in that language.
8. Because the language being studied belongs to its culture.
9. For wanting to visit the country where the language is being studied.
10. Because he wants to learn the culture and traditions of the country whose language is being studied through language learning.
11. Because the studied language is included as a compulsory subject in school or university.³

It seems that learners' personal views on language learning also play an important role. For example, if a language learner has a relative or friend in the country where the language is being studied, the language learning process is accelerated.

The German Methodist scientist Reimer emphasizes that the higher the motivation of language learners, the faster they will achieve the desired goal.⁴

If Riemer agrees with this opinion, we would like to cite the following example. For example, if someone works in a German company, his motivation to learn German will be higher. But let's say the language learner has no motivation.

If Riemer agrees with this opinion, we would like to cite the following example. For example, if someone works in a German company, his motivation to learn German will be higher. But let's say the language learner has no motivation. But let's assume that German is taught as a compulsory subject at school. In this case, we will focus on how to motivate the language learner.

It is known from the research that the teacher should organize the students' activity correctly, start with simple tasks as possible to have a positive effect on the students' motivation, classes that start with complex tasks can sharply lower the students' motivation, and there are other ways of motivation, in it, the teacher should choose educational materials according to the interests of the students, support them with interesting German films, sing German songs in class, use social forms of the lesson, and use communicative games, etc., which will increase the motivation of language learners.

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