



MOTIVATION IS A MAIN TOOL IN TEACHING ENGLISH

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Annotation. *The article deals with the problem of motivation: creating sustainable interest towards foreign language learning at medical institute students through positioning the foreign language as a means of communication and learning about the world. In particular, motivation plays a key role in students learning new foreign words, with instrumental and linguo-cultural motivation as the primary driving force for successful vocabulary acquisition.*

Key words: *Key words: integrative and instrumental motivation, intrinsic and extrinsic motivation, methods of fostering motivation, psychological-pedagogical peculiarities of teacher's work, problematic questions, "home reading", fiction, motivational teaching practice, L2 motivational self-system, teacher-student interaction.*

INTRODUCTION

Today, in the Republic of Uzbekistan a great attention is given to the radical reorganization of the educational system that will give an opportunity to raise it to the level of modern standards. New approaches in the system of education also influenced on the learning and teaching of foreign languages, as language is the major factor of person's development.

Presently in the world during the process of globalization, the knowledge of foreign languages becomes necessary item, as people cannot communicate with each other without knowing them. Besides, in modern society foreign languages is becoming an essential component of professional training. Experts in different fields want to obtain a higher level of language proficiency, because it affects the successful solution of issues and professional growth. In many fields there is a need to establish contacts with foreign partners and communicate professionally, that's modern methodology worked out innovative methods which help learners and teachers to choose the most effective and suitable ones for effective study.

In the contemporary world learning foreign languages has become one of the most international issues of current importance. Nowadays, much attention is paid to teaching method, to be more specific, as most learners prefer various activities in class that lead to their motivation in participation during the study.

The progress in the development of the teaching system depends on methods chosen by a teacher and especially motivation both of the teacher and a student. Motivation has a great significance in the process of learning language

METHODS AND MATERIAL

Motivation is the force that pushes us to do things. It is also an interior power that triggers, leads, and preserves actions consistently. Motivation is defined as the desire to engage in an activity out of curiosity, interest, or enjoyment. Motivation is usually understood to refer to the desire to initiate learning and the effort employed to sustain it, and in lay terms, we all understand it to be a matter of quantity, as in the everyday observation that some learners are highly motivated and others have little or no motivation.

English is today's lingua franca of medical international communication, the same as Greek and Latin were in the past; therefore, it is an essential prerequisite for a medical career, to English-speaking countries. Therefore, teaching medical English should be adapted in order to meet the specific academic and professional needs of the students.

Motivation is the thoughts and feelings, which make us, want to and continue to want to do something and which turn our wishes into action. Motivation influences: why people decide to do something, how long they want to do it, how they work to achieve it.

Motivation is very important in language learning. It is one of the key factors that helps make language learning successful. Key concepts why are you motivated to learn English? List your reasons. There are several different factors, which can influence motivation. They include the usefulness to us of knowing the language well. Many people want to learn a language because it can help them achieve practical things such as finding a better job, getting a course of study, getting good marks from the teacher, or booking hotel rooms. Knowledge of foreign languages is essential to be able to understand better a country's social and cultural peculiarities.

Teacher motivation naturally has to do with teachers' attitude to work. It has to do with teacher's desire to participate in the pedagogical processes within the school environment. It has to do with teachers' interest in student discipline and control particularly in the classroom. Therefore, it could underlie their involvement or non-involvement and non-academic activities, which operate in schools. The teacher is the one that translates educational philosophy and objective into knowledge and skill and transfers them to students in the classroom.

Classroom climate is important in teacher motivation. If a teacher experiences the classroom as a safe, healthy, happy place with supportive resources and facilities for teaching, for optimal learning, he tends to participate more than expected in the process of management, administration, and the overall improvement of the school.

One of the most difficult aspects of becoming a teacher is learning how to motivate your students. It is also one of the most important. Students who are not motivated will not learn effectively. They won't retain information; they won't



participate and some of them may even become disruptive. A student may be unmotivated for a variety of reasons: They may feel that they have no interest in the subject, find the teacher's methods un-engaging or be distracted by external forces. It may even come to light that a student who appeared unmotivated actually has difficulty learning and is in need of special attention. Students look to teachers for approval and positive reinforcement, and are more likely to be enthusiastic about learning if they feel their work is recognized and valued.

RESULTS

I encouraged open communication and free thinking with my students to make them feel important. If your classroom is a friendly place where students feel heard and respected, they will be more eager to learn. A "good job" or "nice work" can go a long way. One way to encourage students and teach them responsibility is to get them involved in the classroom. When we were going over a reading in class, I asked students to take turns reading sections out loud. I made students work in groups and assign each a task or role. Giving students a sense of ownership allows them to feel accomplished and encourages active participation in class. To avoid monotony, I changed around the structure of my class: Teaching through games and discussions instead of lectures, encouraging students to debate and enriching the subject matter with visual aids, showing a movie that effectively illustrates a topic or theme.

The physical classroom should never be boring. "When will I ever need this?" This question, too often heard in the classroom, indicates that a student is not engaged. If a student does not believe that what they're learning is important, they won't want to learn, so it's important to demonstrate how the subject relates to them. I usually tell the students that they may use it in their career. Showing them that a subject is used every day by "real" people gives it new importance. They may never be excited about algebra but if they see how it applies to them, they may be motivated to learn attentively. Visual aids can be a very powerful tool to enhance the impact of your presentations. Words and images presented in different formats can appeal directly to your audience's imagination, adding power to your spoken words.

In my lesson I used different types of visual aids:

White or black boards can be very useful to help explain the sequence of ideas or routines, particularly in the sciences. I use them to clarify my title or to record my key points as I introduce my presentation. However, once you have written something on the board you will either have to leave it there or rub it off – both can be distracting to your audience. I use a handout if the information is too detailed to fit on a slide or if I want my audience to have a full record of my findings.

A flip chart is a large pad of paper on a stand. It is a very useful and flexible way of recording information during your presentation – you can even use pre-prepared sheets for key. Technology ushers in fundamental structural changes

that can be integral to achieving significant improvements in productivity. Used to support both teaching and learning, technology infuses classrooms with digital learning tools, such as computers and hand-held devices; This model links teacher to their students and to professional content, resources, and systems to help them improve their own instruction and personalize learning.

While students are busy applying the skills that you have taught them you need to be mobile and move around the classroom to make sure all students are keeping on track with what they are supposed to be doing. Take this time to answer any questions, give the students who may be off a task a gentle reminder, and scan the classroom to make sure all is going as planned. As you move about the classroom, ask students critical thinking questions to strengthen their comprehension skills. Use how and why questions to make sure that you are meeting your objective.

When you see a student paying attention, working hard, and doing what they are supposed to be doing to meet your goal, compliment them. Make sure that all students see you doing this, so they will understand why you are pleased and in turn try to meet your objective for the lesson in a positive way as well.

CONCLUSION

Thus, when forming a positive attitude of students to the subject, it is necessary to take into account the factors emanating from who we teach, how we teach and what we teach.

Considering motivation as the most important spring of the process of mastering a foreign language, ensuring its effectiveness, one must keep in mind the following: motivation is a side of the student's subjective world, it is determined by his own motives and predilections, perceived by him needs. Hence all the difficulties of calling motivation from the outside. The teacher can only indirectly influence it, creating the prerequisites and forming the foundations on the basis of which the students have a personal interest in the work.

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