

Date: 19<sup>th</sup> February-2025

MOTIVATIONAL STRATEGIES IN TEACHING ENGLISH

**Murodullayeva Gulfena Baxtiyoruvna**

English teacher at Polytechnic № 2

Tashkent city Chilanzar district

**Annotation:** Motivation affects effort, which, in turn, affects results and ultimately, students' abilities. By building their motivation, you can help students become more skillful in English and nourish their ability to learn. This article provides information on motivational strategies to help teach English.

**Key words:** motivational strategies, positive effect, lesson, learning, language, students.

Motivation - the impetus to create and sustain intentions and goal-seeking acts. Furthermore, most psychologists concerned with learning and education use the word motivation to describe those processes that can (a) arouse and instigate behaviour, (b) give direction or purpose to behaviour, (c) continue to allow behaviour to persist, and (d) lead to choosing or preferring a particular behavior.

Motivational strategies are techniques that promote the individual's goal-related behavior. Because human behavior is rather complex, there are many diverse ways of promoting it, in fact, almost any impudence a person is exposed to might potentially affect his/her behavior. Motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect.

With respect to the various strategies promoting classroom EFL learning, there are several ways to organize them into separate 'themes'. We could, for example:

- focus on the internal structure of a typical language class and cluster the strategies according to the various structural units (e.g. strategies to present new material, give feedback, set up communicative tasks or assign homework).
- design a primarily trouble-shooting guide in which some particularly problematic facets of the classroom's motivational life are listed and suggestions are offered on how to handle these (e.g. how to deal with student lethargy; lack of voluntary participation; or anti-learning influences of deviant children).
- focus on key motivational concepts such as intrinsic interest, self-confidence or student autonomy and use these as the main organizing units.
- centre the discussion on the main types of teacher behavior that have motivating effects (e.g. showing a good example and modeling student behavior; communication and rapport with the students; consciousness raising about self-regulated strategies; or stage man-aging classroom events).

Motivational strategies proposed by Dornei, even those which are generally the most reliable, are not rock-solid golden rules, but rather suggestions that may work with one teacher or group better than another, and which may work better today than tomorrow. This is particularly true if we consider how varied language learning situations are



Date: 19<sup>th</sup> February-2025

worldwide. It is unlikely that, say, a group of pupils studying English in Uzbekistan will benefit from exactly the same strategies as primary school learners of English in Hong Kong or university learners of Latin in Sweden. Differences amongst the learners in their culture, age, proficiency level and relationship to the target language may render some strategies completely useless/meaningless, while highlighting others as particularly prominent.

The framework is based on Dornyei's systematic overview of the extensive motivational techniques in teaching a second/foreign language. The four dimensions include the macro-strategies associated with each dimension. Each dimension is associated with at least thirty macro-strategies, each of which was broken down into about one hundred micro-strategies in teaching a second/foreign language. This extensive list of recommended motivational teaching strategies has been frequently and widely utilized and modified by researchers to discover what specific strategies are perceived by students or language teachers as beneficial for the students' motivation in their particular context.

In the past, few studies aimed to find out whether the proposed strategies actually work in language classrooms. The fact that there may be a discrepancy between the assumed and the actual motivational power of certain teaching strategies in second/foreign language learning has concerned second/foreign language scholars. Therefore, the existing recommended teaching strategies should be regarded as mere hypotheses to be tested in determining what strategies work in a certain second/foreign language classroom.

Three strategies to motivate students.

### **1. Trigger Their Interests.**

Make English learning personal. By connecting language to something personal in your students' lives, they'll tap into something emotional that will help with engagement.

Rost offers a couple of ways to trigger students' interests. One way is to integrate current topics, music, movies, and fads to create a relevant class culture. Another option is to investigate the theme of self-expression. By using personalized tasks, idea journals, and speaking circles, learners will be motivated by the fact that the class focuses on their personal lives.

### **2. Integrate Fun Activities and Technology.**

Games and fun activities offer several benefits to students. Technology can help locate effective games and activities, but don't overlook how it can become a central motivation. Using technology can help students find pleasure and even develop a certain identity in learning English.

### **3. Encourage Language Experiences Outside of the Classroom.**

By engaging students with English outside of the classroom, you can impact your students' motivation. One way to encourage outside-of-the-classroom language experiences is with technology. Engaging digital environments like social media platforms can help students express themselves and browsing the web can enable them to pursue their interests. Gaming is particularly noteworthy.



Date: 19<sup>th</sup> February-2025

*Motivational strategies* are techniques that promote the individual's goal-related behaviour. Because human behaviour is rather complex, there are many diverse ways of promoting it – in fact, almost any influence a person is exposed to might potentially affect his/her behaviour. Motivational strategies refer to those *motivational influences that are consciously exerted to achieve some systematic and enduring positive effect*. The application of these strategies during classes will be of great help in learning English.

#### REFERENCES:

1. Chambers, Gary (2000), *Motivation and the Learners of Modern Languages*, Great Britain: Cromwell Press Ltd
2. David Cross, (1992) *A Practical Handbook of Language Teaching*, London: Prentice Hall International Limited
3. Dornyer Z. (1990), *Conceptualising Motivation in Foreign-Language Learning, Language Learning*, 40,1, 45-78.
4. Dornyer Z. (1998), *Motivation in Action: a Process Model of L2 Motivation*, working papers in applied linguistics (Thames Valley University, London), 4:43-69
5. Dornyer Z. (1999), *Motivational Strategies in the Foreign Language Learning*, London: CILT
6. Gardner R. C& Lambert W. E (1972), *Attitudes and Motivation in Second Language Learning*, Rowley and Mass: Newbury house.
7. Byram, M. 1997. *Teaching and Assessing Intercultural Communicative Competence*. Clevedon: Multilingual Matters.
8. Carter, R. and D. Nunan (Eds.) 2001. *Applied Linguistics*. Cambridge: Cambridge University Press.

