MECHANISMS OF FORMING ENGLISH LANGUAGE COMPETENCE THROUGH IDENTITY AND MOTIVATION-BASED INSTRUCTION

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In the process of English language learning, students' identity and motivation play crucial roles in shaping their progress, confidence, and communicative competence. In the Uzbek EFL context, where learners encounter English mainly in academic settings, instruction must go beyond grammar and translation to address affective, motivational, and sociocultural dimensions of learning. This thesis explores mechanisms through which identity- and motivation-based instruction fosters English language competence. It integrates insights from Krashen's Affective Filter Hypothesis [1, p. 3], Vygotsky's Sociocultural Theory [2, p. 27], and Dörnyei's and Norton's models of motivation and investment [3, p. 52; 4, p. 41] to demonstrate how teachers can support adolescent learners in achieving more confident, autonomous, and communicatively competent language use.

1. Theoretical knowledge: According to Krashen, emotional factors such as anxiety, confidence, and motivation determine how effectively input becomes intake [1, p. 5]. Learners with high affective filters experience reduced comprehension and production. Similarly, Vygotsky emphasizes that learning occurs through social interaction and scaffolding [2, p. 33]. Dörnyei adds that motivation links personal goals with learning persistence [3, p. 64], while Darvin and Norton explain that learners' investment in language learning is connected to their evolving identities [4, p. 48]. These theories collectively suggest that teachers must create environments where learners' identities are acknowledged and their motivations are nurtured through supportive and meaningful interaction.

2. Practical activities: Classroom practices should be designed to reduce anxiety, promote collaboration, and connect language use with personal goals. For example, think–pair–share activities allow learners to rehearse ideas in smaller, low-pressure contexts before presenting to the class. Role-plays and storytelling tasks link classroom communication to learners' real-life interests, such as films or social media. By integrating students' hobbies and authentic materials, instruction becomes personally meaningful and increases motivation and communicative engagement.

3. Experience sharing: Encouraging students to discuss how they use English outside class—such as gaming, watching movies, or communicating online—builds self-awareness and peer understanding. Learners who fear making mistakes gain confidence when they realize others share similar challenges, while more fluent learners can model effective strategies. This peer exchange fosters mutual support and builds a classroom identity centered on growth and collaboration rather than competition.

4. Interactive methods: Approaches such as Communicative Language Teaching (CLT) and Task-Based Learning (TBL) provide opportunities for authentic communication and contextualized practice. Scaffolded pair and group activities reduce anxiety and gradually build fluency, while technology-enhanced projects—such as video blogs or collaborative challenges—promote sustained motivation and leadership. Both low- and high-proficiency

learners benefit from interactive tasks that emphasize communication over accuracy and meaning over memorization.

5. Practice: Regular language practice helps learners internalize linguistic forms and develop fluency. Teachers should encourage meaningful repetition through interactive drills, peer feedback sessions, and reflective self-assessment. Structured practice with scaffolding enables students to progress from controlled to spontaneous communication. Consistency in language exposure—through classroom interaction, homework, and digital tools—enhances both competence and confidence.

6. Promotion: Teachers can promote positive attitudes toward language learning by integrating motivational strategies such as goal-setting, reflection journals, and self-assessment checklists. Classroom displays of student work, cultural events, and digital presentations encourage learners to take pride in their progress. By validating individual learning identities and celebrating linguistic diversity, teachers foster intrinsic motivation and long-term engagement

7. Improving pedagogical skills: Improving pedagogical skills plays a crucial role in shaping competent future teachers. Through micro-teaching sessions, reflective practice, and lesson planning activities, students learn to apply effective teaching strategies in real or simulated classroom settings. These experiences help them gain confidence, enhance professional competence, and adapt to diverse learners' needs.

Identity- and motivation-based instruction provides a comprehensive framework for developing English language competence among Uzbek EFL learners. It integrates emotional awareness, social interaction, and learner-centered motivation into the teaching process. By connecting language instruction to learners' personal identities and interests, teachers enable students to build authentic communicative confidence. The inclusion of affective strategies, collaborative learning, and contextualized tasks ensures that learners actively shape their linguistic development and view language as a medium of self-expression and empowerment

Summary: Integrating theoretical knowledge, practical activities, and motivational strategies within communicative and collaborative frameworks allows learners to develop both linguistic competence and confidence [5, p. 34]. Recognizing identity and motivation as central to language learning creates inclusive, engaging classrooms where students become autonomous, reflective, and socially aware users of English.

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