

MOTIVATION IN FOREIGN LANGUAGE LEARNING AMONG PRIMARY STUDENTS

Abduvokhidova Shaxzoda Sanjar qizi

Student of CSPU

Email:shaxzodamixratillayeva@gmail.com

Ruzmetova Diana Kamilovna

Scientific advisor: Act.assoc.prof(PhD) of Chirchik State Pedagogical University

<https://doi.org/10.5281/zenodo.17801859>

ABSTRACT

The article in question delves into the major impact that motivation has on primary school students' foreign language learning. It is widely recognized that motivation is among the best indicators of success in language learning, particularly in the case of young children who are naturally inquisitive and emotionally very much aware. The research discusses how intrinsic, extrinsic, and social motivation determined children's participation, involvement, engagement, and even continuous interest in learning the foreign language. It also mentions various internal and external aspects that mainly affect motivation, such as the interaction with peers, parenting attitudes, the classroom atmosphere, teacher traits, and the kinds of activities employed in learning. The effectiveness of digital tools, games, music, and storytelling in increasing student engagement and reducing anxiety is highlighted in the paper. According to the research, highly motivated primary school students tend to express themselves in their native language, outperform their peers, and retain their vocabulary better. This conclusion is based on observations from everyday life and previous research. In order to maintain children's enthusiasm and ultimately ensure that the process of learning a foreign language is successful from the very beginning, teachers are advised to use interesting, supportive, and child-centered methods in writing.

Keywords: motivation, primary learners, foreign language learning, intrinsic motivation, extrinsic motivation, teaching strategies, young learners.

Learning foreign languages has become an important part of modern education, especially at the primary school level, where basic skills and understanding of the world are formed. Children, unlike adolescents and adults, not only enjoy the process of learning a language, but are also enthusiastic, curious and ready to experiment with different sounds, words and cultural aspects. However, the ultimate success of children in the process of language acquisition depends on one key factor: their motivation. Motivation is considered one of the most powerful factors controlling success in language learning and, therefore, determines the attitude, behavior, level of activity and interest of students in the long term.

In the primary education context, motivation had an even bigger impact because kids are very vulnerable to emotions and quickly react positively to the interactive, fun, and encouraging learning surroundings. Primary kids, unlike adults, don't learn a language to satisfy academic demands or to prepare for future careers; rather, they learn through fun and meaningful experience. Therefore, the creation and maintenance of motivation is one of the main tasks of the foreign language teachers who work with the little ones. Educational psychologists promise that both the intrinsic and the extrinsic motivations will lead to successful learning outcomes. The intrinsic motivation, which is the interest, the thrill, and the fun, makes children feel free to engage in linguistic activities such as playing games, singing songs, and listening to stories.

The extrinsic motivation, such as praise, rewards, encouragement, and recognition in the classroom, also plays a major role in keeping learners engaged and increasing their confidence when the going gets tough. Besides, social motivation, which is influenced by friendship and the need to communicate, supports language learning further in classroom situations that are non-intensive and involve cooperation. The classroom atmosphere, teaching approaches, and teacher-student communication are also major motivational factors. An inviting, cordial, and aesthetically pleasing setting can not only lower anxiety but also improve the readiness of the learners to take part. Game-based learning, multimedia resources, project activities, and hands-on tasks have all been found to increase motivation through making the learning process lively and fun. Moreover, teacher attitudes — enthusiasm, patience, and giving rewards — for example, the most positive are the ones that turn the students' views on language learning in favor of it.

When we take these factors into account, it becomes essential for teachers to know the process of motivation and the ways to successfully encourage it in the case of primary pupils. Through the determination of the conditions that shape one's motivation and the application of the corresponding pedagogic methods, instructors are able to provide young students with the kind of participative and impactful educational experiences that cater to their emotional and cognitive growth. Accordingly, this paper intends to investigate the characteristics of motivation in the context of foreign language teaching, the difficulties and possibilities of motivating young learners, and the methods that lead to better language learning results from early childhood.

Types of Motivation

The concept of motivation that is perplexing and hard to comprehend psychologically has a very strong influence on foreign language learning, especially in primary school students. By assigning categories to motivation, which vary in their effects to a certain extent, researchers are able to influence directly the behavior, involvement, and success of little learners. Teachers who know these types can form a more productive and child-friendly environment of learning.

1. Intrinsic Motivation

Intrinsic motivation denotes a learner's intrinsic wish to take part in an activity just for the pleasure, curiosity, or personal gratification that it brings. In primary education, intrinsic motivation is most effective because children at this age will always prefer playful, colorful, and imaginative activities.

Traits of Intrinsically Motivated Primary Learners:

- They take part freely and do not need to be encouraged.
- They like using the foreign language in songs, games, stories, and roleplay.
- They inquire and demonstrate interest in new words and sounds.
- They perceive learning as a fun and worthwhile process rather than a duty.

2. Extrinsic Motivation

Extrinsic motivation is the act of doing something in order to receive a reward or stay out of trouble. External motivators work well for primary students because they react favourably to tangible rewards and positive reinforcement.

Illustrations of Extrinsic Motivators:

Stars, Badges, Stickers, or Points.

Verbal encouragement and Praise from the teacher.
 Incentives in the classroom (such as "Student of the Day").
 Games and Tasks that are competitive.
 Certificates or tiny awards.

3. Integrative Motivation (Limited but Emerging in Primary Learners)

Integrative motivation denotes the piqued interest of the learner in the target language's culture, people, or community. This type is typical of older students, but primary learners can demonstrate the first hints of integrative interest as well.

To illustrate: inquisitiveness regarding the holidays, customs, or at least the ways of life from foreign countries.

Liking cartoons, songs, or stories from the English-speaking world.

Desiring to interact with foreign kids or catch up with the media of the international scene.

4. Achievement Motivation

This is a child's striving for success, improvement, and recognition for his/her work. There are primary learners who are naturally more motivated and keep track of their progress with more fun.

Signs:

Aiming for high grades or praising remarks.

Attempting to outdo one's last performance.

Finding fun in activities that demonstrate progress, such as vocabulary tests or reading exercises.

Effective Strategies to Enhance Motivation

Primary school students can be motivated by using highly kid-centered, interactive, and psychologically supportive pedagogies. Teachers must coordinate their methods so that students' interest and positive attitudes towards learning a foreign language last for a long time because children are greatly impacted by fun, interaction, and emotional support. There are a number of motivational techniques that are particularly appropriate for the needs of young learners. The most effective method is game-based learning, which transforms the classroom into an enjoyable and engaging space. Vocab races, memory matching exercises, role-playing games, and guessing games are examples of educational games that pique interest and reduce language anxiety. Additionally, games encourage active engagement, so even shy or reluctant students can participate in. Teachers must coordinate their methods so that students' interest and positive attitudes towards learning a foreign language last for a long time because children are greatly impacted by fun, interaction, and emotional support. There are a number of motivational techniques that are particularly appropriate for the needs of young learners. The most effective method is game-based learning, which transforms the classroom into an enjoyable and engaging space.

Using songs, chants, stories, and storytelling activities is yet another method that works well. These methods not only aid in the comprehension of the language but also create stronger bonds emotionally, thus leading the students to link learning with positive feelings. Songs are the best way for students to master pronunciation, rhythm, and vocabulary retention; however, stories are behind improving imagination and listening skills. Storytelling also provides an ample context thereby making new words slow but steady to understand and retain. The multimedia and digital tools are the significant driving forces behind the young learners of

today being motivated. The audio recordings, animated videos, interactive applications, and digital flashcards are the different means that awaken different senses and also offer diversity. Technology-integrated lessons hold learners' attention, introduce the element of surprise, and demystify the language concepts. They may also allow digital platforms to offer immediate feedback which doubles the motivation. Positive reinforcement is another extremely powerful method to motivate students. Through praise, encouragement, rewards, and constructive criticism teachers all contribute to a gradual building of students' confidence and to the rectification of their fear of mistakes. When learners sense that their presence is valued and their contributions recognized, they become more active in speaking activities, communicate more, and accept learning challenges. Even tokens of appreciation, such as stickers or certificates can tremendously boost enthusiasm and effort.

Furthermore, a supporting classroom environment, which is also very appealing to the eye, is a powerful motivator. Eye-catching posters, labeled objects, flashcards, charts, and designated areas for different kinds of learning keep interest alive and vocabulary acquisition going. A classroom that is perceived as secure, kind, and interactive solicits the participation of young language learners without any doubt. Motivating through collaborative learning activities such as working in pairs or groups is also an aspect of the teacher's work that is most important in developing students' motivation. Peers working together develop communication, cooperation, and social connection, which are the primary level motivation ingredients. Through collaboration, the student feels that he or she is being less pressured and, consequently, more confident in applying the language that has been targeted.

CONCLUSION

To sum up, motivation is a key determinant for determining foreign language learning success among primary students. Students' inherent curiosity, emotional reactions, and thirst for social contact make them very aware of the various aspects of the learning process such as the environment, the teacher's approach, and the methods of instruction. If teachers use the right motivational techniques that are fun, interesting, and child-centered, students will likely participate more, get vocabulary retention, communication skill development, and good attitudes toward the target language. The paper discusses that intrinsic motivation arising from fun, curiosity, and interest is the strongest factor that leads to long-term learning while extrinsic motivators such as praise and rewards help to keep up participation and support students who find it hard to learn. The social and integrative dimensions of motivation are equally important factors since children interact, work in teams, and use real cultural materials to learn. Methods like game-based learning, storytelling, songs, multimedia, positive reinforcement, and teamwork work together to make an effective and vibrant atmosphere where the motivation can flourish and the teachers who employ the methods not only make the students more curious to learn but also create a retreat where fear is lessened and thus, the use of language with errors is more.

Once the teacher has created an interactive and fun environment by using various techniques, motivation and engagement become automatic. Slowly but surely, the teacher involves the students in the language learning process that takes place very naturally and effortlessly. The teacher's enthusiasm is the driving force behind one of the most powerful and effective techniques in language teaching: the "play" technique. Most importantly, it not only nourishes and strengthens the child's native language but also lays a strong foundation for a

future second language the child will learn. The age at which a child is first introduced to the foreign language is the critical factor for language acquisition. Through careful consideration of the motivational needs of primary students and the application of well-thought-out pedagogical approaches, educators will be able to make foreign language learning a pleasant, meaningful, and successful experience for every child.

Adabiyotlar, References, Литературы:

1. Brown, H. D. (2007). Principles of language learning and teaching (5th ed.). Pearson Education.
2. Cameron, L. (2001). Teaching languages to young learners. Cambridge University Press.
3. Dörnyei, Z. (2001). Motivational strategies in the language classroom. Cambridge University Press.
4. Dörnyei, Z., & Ushioda, E. (2011). Teaching and researching motivation (2nd ed.). Routledge.
5. Harmer, J. (2007). The practice of English language teaching (4th ed.). Longman.
6. Lightbown, P. M., & Spada, N. (2013). How languages are learned (4th ed.). Oxford University Press.
7. Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54–67.
8. Slavin, R. E. (2018). Educational psychology: Theory and practice (12th ed.). Pearson.
9. Willems, G. (2018). Motivation in primary EFL classrooms: The role of teacher behavior. *Language Teaching Research*, 22(3), 345–362.