

THE ROLE OF MOTIVATION IN TEACHING ENGLISH AT PRIMARY SCHOOLS

Hurshida Otaboyeva,

EFL Teacher of Namangan State University,

hurshidaotaboeva@gmail.com

Abstract: The article highlights the essence of the concept of “motivation” in teaching English as a foreign language. At primary school age, pupils often face difficulties in mastering a foreign language, which can subsequently lead to demotivation in learning English. One of the ways to form and maintain a stable positive cognitive motivation can be interactive organization of educational activities in English lessons.

Key words: motivation, English language, primary school pupils, primary school age, teaching methods.

РОЛЬ МОТИВАЦИИ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА В НАЧАЛЬНОЙ ШКОЛЕ

Хуршида Отабоева,

Преподаватель английского языка Наманганского государственного
университета,

hurshidaotaboeva@gmail.com

Аннотация: В статье освещается сущность понятия «мотивация» в обучении английскому языку как иностранному. В младшем школьном возрасте учащиеся часто сталкиваются с трудностями в овладении иностранным языком, что впоследствии может привести к демотивации в изучении английского языка. Один из способов формирования и поддержания устойчивой положительной познавательной мотивации должен быть направлен на интерактивную организацию учебной деятельности на уроках английского языка.

Ключевые слова: мотивация, английский язык, учащиеся начальных классов, младший школьный возраст, методика обучения.

BOSHLANG'ICH SINFLARDA INGLIZ TILINI O'QITISHDA MOTIVATSIYANING O'RNI

Hurshida Otaboyeva,

Namangan davlat universiteti ingliz tili o'qituvchisi,

hurshidaotaboeva@gmail.com

Annotatsiya: Maqolada ingliz tilini chet tili sifatida o'qitishda "motivatsiya" tushunchasining mohiyati yoritilgan. Boshlang'ich maktab yoshida o'quvchilar ko'pincha chet tilini o'zlashtirishda qiyinchiliklarga duch kelishadi, bu esa keyinchalik ingliz tilini o'rganishda demotivatsiyaga olib kelishi mumkin. Barqaror ijobiy kognitiv motivatsiyani shakllantirish va ularni qiziqtirish usullaridan biri ingliz tili darslarida o'quv faoliyatini interaktiv tashkil etishga qaratilishi lozim.

Kalit so'zlar: motivatsiya, ingliz tili, boshlang'ich maktab o'quvchilari, boshlang'ich maktab yoshi, o'qitish metodikasi.

Introduction

Learning a foreign language is a complex and lengthy process and the main purpose of learning a foreign language is the formation of communicative competence. As foreign language instructions begin at primary schools, many pupils first encounter difficulties that subsequently lead to a decrease in interests in learning a foreign language. In this regard, the formation of a positive image of a new subject and the maintenance of motivation for cognitive activity are the most important tasks of EFL teacher.

In the most general sense, motivation is understood as a certain set of motivating factors that determine the activity of the individual. The available literature review shows that there are a great number of studies dealing with how young learners learn, how teachers motivate young learners, why adults learn English.

Materials and Methods

According to Broussard and Garrison (2004), motivation is “the attribute that moves us to do or not to do something” (p. 106). Dörnyei (2001) claims that motivation can increase with orientation which basically has two types: integrative orientation and instrumental orientation. The former is related to having positive beliefs for the second or foreign language community and being willing to communicate with that community; nevertheless, the latter is more about such pragmatic gains as earning more money, being hired for higher position. In terms of more immediate and practical goals, instrumental motivation plays a vital role, whereas, if the learner learns the language for personal growth and enriching his/her culture, then this can be regarded as integrative motivation (Lightbown & Spada, 2007, p. 64). Regardless of being integrative or instrumental, motivation may be the cause or the result of success. However, children at this age should be motivated through songs and games since their motivation will decrease if they are exposed to traditional structural tasks associated with adults’ learning. In that sense, songs and games create opportunities for children to develop their linguistic skills while increasing their motivation.

Markova (1983) divides motivation into cognitive and social. The first group of motivation is connected with the content of educational activity, namely, with the orientation of schoolchildren towards acquiring new knowledge. The second group involves the social interaction of the pupils with others. Markova argues that at the beginning of the school period, children have a strong motivation to learn, while social motives play a significant role: the child is interested in the external side of being at school (wearing a uniform, sitting at a desk, making new acquaintances), he/she seeks to get the approval of the teacher and parents. According to the researcher, cognitive motivation should come to the fore, and the task of teachers is to form and maintain interest both in the content of the educational process and in ways of obtaining knowledge.

Results and Discussions

The study of theoretical literature showed that the main factors influencing the formation of stable positive cognitive motivation include the following:

- content of educational material;
- forms of organization of educational activities;
- evaluation of educational activities;
- the style of the teacher's pedagogical work.

Researchers traditionally include various didactic games, creative works, integrated lessons, project-based and problem-based learning technologies, and non-traditional lesson forms as forms of lessons that can stimulate the cognitive activity of young learners. One of the types of non-traditional lesson is a plot lesson, which will increase the motivation of young learners.

A plot lesson is a creative lesson where the pupils become participants in a kind of role-playing game that covers all stages of the lesson. For example, children can be pirates on a treasure hunt, astronauts traveling to different planets, detectives investigating a mysterious incident, and so on.

Plot lessons help to increase the motivation of participants in the learning process, as young learners take part in the game with interest. In addition, this form of lesson allows teachers to maintain the attention of pupils throughout the lesson, as pupils concentrate on its plot outline. The amusement of the plot lesson emotionally colors the learning process, and the emotionality of the game action activates the psychological processes of pupils. Now, we will analyze the practical application of a plot lesson in English lesson for primary school pupils. This activity is called “A Trip to the Zoo”. As a warm-up activity, pupils show actions with movements, for example, stomping like an elephant, or showing a snake with a hand. At the next stage, the pupils directly "go" to the zoo, accompanied by the song “Let's go to the zoo. Lyrics:

Let's go to the zoo,

And stomp like the elephants do.

Let's go to the zoo,

And jump like the kangaroos do.

Let's go to the zoo,

And swing like the monkeys do.

Let's go to the zoo,

And slither like the snakes do.

Let's go to the zoo,

And swim like polar bears do.

Pupils join in the performance of the song, accompanying their words with movements. The use in this case of the full physical response (TPR) method, which allows achieving several significant results at once. First, they repeat the actions of the teacher, which helps to relieve emotional and physical stress during the lesson.

Finally, the children come to the zoo and find that all the animals are in other people's enclosures. They divide the animals into two enclosures - Reptiles (reptiles) and Mammals (mammals). The corresponding pavilions are shown schematically on the board. Pupils, together with the teacher, pronounce the names of animals aloud and decide which group they belong to. For example, a student says: A mouse is a mammal, and places a card with a picture of a mouse in a suitable enclosure.

The teacher can divide pupils into teams and offer each team a task that meets the individual needs of its participants. Here are some of the possible tasks.

Listening task. Cells are colored in different colors. The teacher explains where each animal lives. For example: A whale lives in a red cage. Pupils attach pictures of animals to the appropriate cells.

Reading task. Attached to the cage is a description of the animal, but it doesn't say which animal it is. For example: This animal is not big. It is small. This animal cannot jump. It can creep. This animal has 4 legs and a tail. Who is it? (a lizard). The task of pupils is to read the text, guess the animal and send it to a fixed place in the aviary.

Speaking task. Pupils are divided into small groups, each group is given a card with an image of an animal that needs to be described using the above constructions. Trying to guess the animal, pupils ask yes/no questions; previously studied grammatical constructions are used:

- Is it (a big animal)?
- Can it (swim)?
- Has it got (a long tail)?

Spelling task. Animal names are ciphered as an anagram. The student's task is to put the letters in the correct order. For example: lehpntae -elephant.

At the final stage of the lesson, pupils are invited to tell which animal from the zoo they liked the most. Children express their attitude to the material covered and formulate for themselves the significance of the lesson.

Conclusion

In general, organizing a plot lesson in English lessons can be an effective means of increasing the motivation of primary school pupils. It stimulates pupils' interest in verbal communication, allows teachers to create a positive learning atmosphere in the classroom, and helps maintain attention. The elements of the story lesson are easily combined with any other forms of work and help to make the lesson as productive and memorable as possible.

References:

1. Akcay, A., Ferzan Bütüner, T., & Arikan, A. (2015). Reasons behind Young Learners' Learning of Foreign Languages. *Online Submission*, 3(2), 56-68.
2. Broussard, S. C., & Garrison, M. E. (2004). The relationship between classroom motivation and academic achievement in primary-school-aged children. *Family & Consumer Sciences Research Journal*, 33(2), 106-120.
3. Dörnyei, Z. (2001). Teaching and researching motivation. Longman: Pearson Education Limited.

4. Lightbown, P. M., & Spada, N. (2007). How languages are learned. Oxford: Oxford University Press.
5. Markova A.K. Formation of learning motivation at school age. M. : Education, 1983. 96 p.
6. Otaboyeva, H. (2023). Advantages of Using Fairy Tales in EFL Classrooms of Primary Schools. *Central Asian Journal of Literature, Philosophy and Culture*, 4(5), 42-45.
7. Otaboyeva, H., & Hasanboyev, Q. (2021). IMPROVING SPEAKING SKILLS OF ENGLISH LANGUAGE LEARNERS. *Frontline Social Sciences and History Journal*, 1(08), 57-60.