



THE SOCIAL ESSENCE OF FOREIGN LANGUAGE TEACHING

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ABSTRACT

When examining the historical development of the categorical concept of motivation, we find that as early as the 4th century BCE, the Greek philosopher Aristotle concluded that human behavior is governed by twelve independent motives or goals arising from natural inclinations. Feelings such as confidence, satisfaction, nobility, pride, self-esteem, patience, sincerity, conversation, social interaction, norms, and justice influence a person's psychological state.

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The Eastern thinker Abu Ali Ibn Sina compared types of cognitive activity to the diverse powers of the soul and emphasized that these powers arise through divine influence. The great physician divided the soul into vegetative, animal, and rational. The rational soul consists of active and receptive faculties, and the receptive faculty itself is divided into external and internal forms of perception. According to G. U. Bicher, "God created man to live through motives; without them he can go nowhere, like a ship without a sail or a balloon without gas. If you discover what motivates a person and press that button, you turn the key that compels them toward success."

Modern scholarly works define the concept of motivation in various ways. For example, S. L. Rubinstein describes it as "determination formed through the psyche"; Deci and his colleagues define it as "a set of regularly performed habits"; Godfroy sees it as "a system of factors that direct and support individual behavior"; Nemov calls it "a dynamic process of psychological and physiological regulation of actions"; and Sidorenko views it as "factors that direct and energize human behavior—the system of motives that activates another person's behavioral response (motivational management)."

Why do people engage in specific activities? This question, in turn, raises others: "Why do people do anything at all?"; "Why are they doing this particular task and not another?"; and "Why do people try to complete what they start?" The concept of motive is most often used to answer the second question. One foundational concept in motivation theory, *drive theory*,

interprets motivation as a mechanism for maintaining psychological balance. For example, if the body experiences thirst, all behavior becomes oriented toward fulfilling that need. Later scholars expanded this idea by incorporating psychological needs such as support, achievement, and recognition. In education, especially in higher education, strong forms of drive can be observed among students. If instructors identify needs that stimulate students' motivation and integrate them into classroom activities, the didactic process becomes far more effective.

Researchers who classify motives driving human activity pay particular attention to motives directly linked to the purpose of the action. The strength of motivation depends on clearly understanding the goal. According to A. N. Leontiev, "to cultivate learners properly, we must first cultivate their attitude toward the knowledge they acquire." Learning is effective only when the learner has intrinsic interest. If students do not understand why they should study a particular topic, or simply do not want to, teaching becomes impossible. Maintaining an optimal level of activity requires proper organization of the learning process, ensuring that tasks are achievable, understandable, and conducive to successful outcomes. Learning cannot rely solely on the teacher, textbooks, and manuals; genuine cooperation between teacher and student is effective only when supported by motivational mechanisms.

Foreign language teaching, as an integral part of education and upbringing, contributes not only to personal development but also to national and international progress. Its pedagogical foundations aim to improve the quality of education, while its social essence lies in preparing competitive specialists who meet the modern demands of society. Therefore, foreign language instruction remains one of the priority areas of national education policy.

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