



THE IMPORTANCE OF TEACHING ENGLISH IN NON-SPECIALTY FIELDS IN HIGHER EDUCATION

Koshayeva Sansabila Kamiljanovna

Doctoral student, Nukus State Pedagogical Institute

koshayovasansabila@gmail.com

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ABSTRACT

Researchers recognize Wallace Lambert and Robert Gardner – psychologists who worked in Canada’s bilingual social environment – as the founders of foreign-language learning motivation studies. They argued that motivation in second-language acquisition is a key force that either enhances or hinders interaction with the culture of another nation

Researchers recognize Wallace Lambert and Robert Gardner – psychologists who worked in Canada’s bilingual social environment – as the founders of foreign-language learning motivation studies. They argued that motivation in second-language acquisition is a key force that either enhances or hinders interaction with the culture of another nation. According to this theoretical approach, a learner’s attitude toward a foreign language and its culture positively influences their learning activity. Such attitudes distinguish language-learning motivation from other types of educational motivation: language learners seek not only to acquire linguistic knowledge (as in studying history or biology) but also to become familiar with the unique speech style and cultural norms of native speakers.

The foundations of foreign-language motivation research are closely linked to those of second-language motivation. A second language is generally the language of a neighboring or related ethnic group and is learned in a natural linguistic environment (e.g., Uzbek as a second language for non-Uzbek ethnic groups living in Uzbekistan). A foreign language, by contrast, is a language of another country and is usually learned in an artificial environment – namely, as an academic subject.

According to Robert Gardner, foreign-language motivation consists of three components: motivational effort or initiative, the desire to learn the language, and attitudes toward learning the language. He views motivation as a central mental “engine” or “energy source” composed of action, desire, and affect. Gardner emphasizes that these three components are interrelated and that a truly motivated learner demonstrates all of them.

One of the most prominent classifications of foreign-language learning motivation is intrinsic vs. extrinsic motivation. Other scholars use parallel terms. For instance, Deci and Ryan refer to controlled (external) and autonomous (authentic) motivation; Heckhausen distinguishes between extrinsic and intrinsic motivation; Gardner and Lambert identify instrumental and integrative motivation. A third type – *amotivation* – refers to a complete

absence of motivation to act. These classifications largely overlap and align with the intrinsic-extrinsic framework.

M. Rowe identified three levels of foreign-language motivation, which largely correspond to extrinsic motivation. The first level views English as necessary for achieving prestigious positions or desired employment; the second level relates to improving grades or career prospects; the third level concerns enhancing one's reputation, facilitating travel abroad, and broadening worldview and interests. Many scholars argue that extrinsic motivation alone is insufficient for effective foreign-language learning and emphasize the critical importance of fostering intrinsic motivation.

Numerous foreign researchers have also contributed to the study of language-learning motivation (A. N. Shamov, Z. Dornyei, E. Ushioda, R. Klimens, E. Deci, S. T. Grigoryan, P. B. Gurvich). These studies identify several important types of educational motivation in foreign-language acquisition:

1. **Communicative motivation;**
2. **Linguistic motivation** (interest in mastering linguistic forms more deeply);
3. **Cognitive motivation** (a desire to be knowledgeable in various fields and to learn about other countries' life, culture, and literature);
4. **Instrumental motivation** (stimulated by the novelty of learning materials, interesting teaching methods, or teacher characteristics);
5. **Intellectual-developmental motivation** (opportunities to develop thinking, memory, and other cognitive skills);
6. **Professional-pedagogical motivation;**
7. **Emotional motivation;**
8. **Prestige-driven motivation** (the social value of knowing a foreign language);
9. **Identification motivation** (the desire to imitate or identify with others);
10. **Pragmatic motivation** (travel abroad, obtaining prestigious employment);
11. **Duty-based motivation** (the need to complete academic tasks, obtain higher education, and contribute to society).

In our view, the first four types of motivation are the most effective for developing student motivation during classroom instruction, whereas the remaining types are more psychological in nature and depend largely on personal characteristics.

Communicative motivation fosters the desire to speak with native speakers, read fiction and specialized literature, and write in a foreign language. However, maintaining this motivation is difficult because, in a native-language environment, foreign-language communication becomes artificial and thus conditional.

Cognitive motivation emerges from the learner's need for independent study. It reflects the desire to acquire missing linguistic knowledge, master effective methods of working with

foreign-language material, systematize and deepen linguistic understanding, and expand vocabulary.

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