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ABSTRACT. Learners study foreign languages for various personal, academic, and professional reasons. While some learners are driven by practical goals, others develop a deep interest in the language and its culture. Regardless of the reason, motivation is a key predictor of success in second language acquisition (SLA). Highly motivated learners show stronger engagement, persistence, and willingness to use the language. Because learners differ in their learning styles, teachers play a crucial role in managing motivation and creating a supportive environment. This paper discusses different types of motivation, the role of teachers, psychological factors, and family influence on learners' success in language learning.

Key words: motivation, intrinsic motivation, extrinsic motivation, instrumental, integrative, L1, L2 learners.

1. INTRODUCTION

Motivation is widely recognized as one of the most influential psychological variables in second language acquisition (SLA). Researchers argue that language learning success depends not only on cognitive ability or age but also on a learner's desire, effort, and attitude. Gardner (1985) defines motivation as a combination of effort, desire, and positive attitudes toward learning the target language.

The purpose of this paper is to explore the main motivational factors that affect learners' performance and to describe the roles of teachers, psychological elements, and family environment in developing motivation.

2. LITERATURE REVIEW**2.1 Motivation in Language Learning**

Motivation is considered one of the strongest affective factors affecting SLA. Anjomshoa and Sadighi (2015) state that learners with high motivation are more likely to practice, persist, and achieve better performance. Tengku Sepora and Jafari (2012) also confirm that motivation shapes learners' engagement and determines how much effort they invest in language learning.

Gardner's socio-educational model (1985) further emphasizes that motivation is the most powerful non-linguistic factor influencing SLA outcomes.

2.2 Types of Motivation

Tengku Sepora and Jafari (2012) identify four major types of motivation:

- Intrinsic motivation: learning for enjoyment or curiosity.
- Extrinsic motivation: learning for external rewards such as grades.
- Instrumental motivation: learning for practical goals (career, education).

- Integrative motivation: desire to interact with or understand the target language community.

Ryan and Deci's Self-Determination Theory (2000) argues that intrinsic motivation leads to deeper learning, better performance, and longer persistence.

2.3 Teacher Influence

Hamidah et al. (2017) observe that teacher-related factors are the most powerful external motivators. Supportive and engaging teachers increase students' confidence and willingness to participate.

Dörnyei (1994) also highlights that effective teachers build rapport, use interactive tasks, and provide constructive feedback, all of which strengthen learners' motivation.

2.4 Psychological Factors

Motivation is strongly affected by internal psychological elements. According to Anjomshoa & Sadighi (2015), self-confidence, anxiety levels, and attitudes toward English shape learners' performance.

Ryan and Deci (2000) identify three essential psychological needs:

- Autonomy
- Competence
- Relatedness

When these needs are met, intrinsic motivation naturally develops.

2.5 Family and Environmental Influence

Hamidah et al. (2017) note that although family support has a positive effect, it remains moderate compared to teacher influence. Families provide emotional support and resources but cannot fully create an immersive environment, which limits integrative motivation.

3. DISCUSSION

3.1 Motivation as the Core of SLA

All reviewed studies agree that motivation is a major factor that determines language learning success.

3.2 Teacher behaviour

Teacher support remains the strongest external influence on learners' motivation.

3.3 Intrinsic Motivation

Intrinsic motivation is the most stable and effective form of motivation and leads to long-term learning.

3.4 Integrative Motivation

Interest in the culture and community of the target language deepens learners' engagement.

3.5 Family Support

Family involvement is helpful but cannot replace classroom motivation or immersion.

4. CONCLUSION

The reviewed literature demonstrates that motivation plays a central role in successful language learning. Intrinsic motivation is the most powerful long-term driver, while teacher behaviour is the strongest external motivator. Psychological elements such as autonomy, confidence, and low anxiety also significantly influence learners' performance. Although family support contributes to emotional stability, its effect is less influential than teacher-related factors. Overall, language learning success emerges from the interaction of internal motivation, effective teaching, and supportive environments.

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