

## **TO THE PROBLEM OF MOTIVATION OF STUDENTS OF NON-LINGUISTIC UNIVERSITIES IN FOREIGN LANGUAGE CLASSES**

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### **Annotation**

The article focuses on the problem of motivation in the study of foreign languages in universities. The author analyzes the reasons for the lack of motivation and considers ways to increase it.

**Keywords:** motivation, foreign languages, higher education, non-linguistic faculties, students.

Mastering a foreign language by teaching the ability to communicate in it is a specific aspect of this academic subject. When learning in the main is of an artificially educational nature due to the absence of students the need to communicate in a foreign language, one of the most important factors stimulating the process of foreign language speech communication, should be considered the motivation of foreign language acquisition. The lack of development of a number of theoretical approaches to learning a foreign language, the lack of a set of measures that develop the motivation of students of non-linguistic specialties, as well as the solution the new educational tasks facing the higher school have caused the necessity of addressing this problem.

The concept of motivation is extremely relevant in the field of education today. At the stage of university education, the formation of professional internal motivation affects the motivation to study all subjects, which requires special attention. For students of non-linguistic specialties, it is necessary to create certain pedagogical conditions that can have a positive impact on the motivation of learning a foreign language. So far, the students of non-linguistic faculties have a

fairly low. This can be explained by a number of objective reasons: high workload with other subjects, attribution of a foreign language to non-specialized subjects, low-level non-school knowledge. Unfortunately, to date, the degree of linguistic preparedness of graduates of non-linguistic specialties does not correspond to the required level of functional literacy, stated in concepts of modernization of Uzbek education.

As practice shows, the motivation problem for students of non-linguistic specialties is explained by the following reasons:

-heterogeneous language training of first-year students (students with good preparation after school, who do not experience difficulties in passing the material, lose interest in the subject without meeting developing tasks, and students who have poorly mastered the basic course experience huge difficulties in overcoming the backlog, which also leads to a loss of motivation);

-a small number of hours allocated to the discipline (in this regard, students have to do most of the work on their own, while the skills of independent work are not sufficiently developed for most);

-lack of opportunities to use the language (such opportunities may appear after graduation, and the second is mainly studied only at the 1st grade), as a consequence, the importance of the subject is questionable in comparison with the core disciplines;

Students can take part in tests, quizzes, contests, Olympiads held on the Internet, correspond with peers from other countries, participate in chats, video conferences, etc. Students can receive information on the problem they are currently working on as part of the project.

As noted by I.S. Bashmakova, "one of the tasks set is the formation of interest in learning foreign languages, which is considered as a necessary component of the global strategy of personal and professional formation and development of the

student's personality. The formation of interest in educational activities depends on the content and organization of pedagogical conditions of students' educational activities. This activity should be organized pedagogically and psychologically so as to constantly develop and maintain motivation, experience it and manage it ..."[2].

Uzbek science and pedagogical practice show that teaching a foreign language depends primarily on two factors: on the pedagogical skill of the organizers of educational work, the qualifications of teachers, their ability to communicate with the student audience; on the student's involvement in the process of cognition, on his activity and consciousness, abilities and motivation as a subject of teaching. Currently, there is a situation in universities with the consolidation of academic groups (from 15 people and more), which makes it difficult to teach a foreign language, in which, as is known, communication and active activity are important each trainee. All the methods of intensive teaching of foreign languages known to us have been developed for groups of 10-12 people (optimal number). In order to increase the effectiveness of teaching in a modern university in such difficult conditions, S.V. Pervukhina offers a standing lesson. This helps the teacher to perform a number of important organizational tasks: to maintain eye contact with students, to quickly change their position in the audience. There is an opportunity to quickly approach the board, write something down there or point to any record, if necessary, monitor its activities, help with solving the problems that have arisen.

Another feature of the formation of positive motivation when learning a foreign language at a university is taking into account the features of future professional activity, which is based on the formation of a profession. On the basis of motivation.

Among the techniques that stimulate cognitive activity of students is the empathy technique, when students act as different representatives of their future profession, substantiate their point of view, identifying themselves with the personality of another. For the same purpose, it is possible to effectively create

entertaining situations in the educational process – the use of entertaining examples, experiments, paradoxical facts, entertaining analogies through an unusual beginning of the lesson, which can become a kind of "business card" in the eyes of students (anecdote, phrase, song, epigraph on the blackboard); «unloading" tasks (work with phrases, sayings, phraseological units; jokes, riddles, comics)

In the formation of foreign-language communicative competence of students, information technologies have a significant didactic potential, allowing students to engage in foreign-language professional activities, develop language skills and speech skills, use electronic reference materials, dictionaries. The effectiveness of the use of information technologies in teaching a foreign language is realized in the process of organizing independent work of students. Information technologies provide each student with an individual working method when performing practical work, information resources, methodological and control materials, time resources, the possibility of individualization and differentiation of the learning process (individual training plans), high motivation to work with modern information technologies. So, as tasks that increase the motivation of students, the creation of links on grammar from the desired language, with their own exercises, with a review of sites on this issue can act; compilation of links and classification of useful research sites (abstract, newsletters, computer presentations, collages, web pages, term papers) [1].

The construction of educational material based on modular technology makes it possible to choose: the level and volume of content (not lower than standard); an information source for the assimilation of knowledge (textbook, reference summary, additional literature); the method of teaching in accordance with individual-personal characteristics (the main representative system, type of thinking, features of memory, etc.); the pace of progress on the topic corresponding to personal characteristics; the choice of form and type, time of the counter in agreement with the teacher. High motivation of students to use information technologies in teaching, the availability of computer technology, the willingness

of teachers to introduce information technologies into the learning process lead to the understanding that information technologies must be used in the independent work of students, this will allow them to maximally engage in the learning process, optimize the forms and methods of the learning process, organize individual work, and in addition, it will reduce the teacher's workload in organizing the process of independent work and monitoring [1, p. 47].

We have noted only some ways to solve the problem of motivation in the study of foreign languages at the university. I would like to emphasize once again that the task of a teacher is to optimize the educational process and communication, and to develop a system of motivational values of the student's personality throughout the entire training.

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