

## THE ROLE OF MOTIVATION IN LANGUAGE LEARNING

Gulova Lola Salimovna

The Teacher of History and Philology

Department Asia International University Bukhara, Uzbekistan.

<https://doi.org/10.5281/zenodo.15661408>

**Abstract.** *A key element in language acquisition is motivation, which has a big impact on the learner's involvement, perseverance, and general performance. It serves as the motivating factor that inspires students to dedicate their time and energy to learning a new language. Students who are motivated are more likely to have defined goals, employ successful learning techniques, and get past difficulties. Both the extrinsic and intrinsic types of motivation—those that are driven by external rewards or responsibilities and those that are driven by personal interest and enjoyment—are essential in determining the learning process. Numerous studies have shown that students with greater levels of drive are more likely to become fluent and stay committed to language learning for the long term. Educators can create methods that promote student engagement and commitment by knowing the function of motivation, which will ultimately improve the language learning experience.*

**Key words:** *Motivation, language learning, intrinsic motivation, extrinsic motivation, learner engagement, persistence, goal setting, learning strategies, language acquisition, fluency, cognitive effort, learner attitude, self-regulation.*

**Introduction**

The consensus is that motivation is one of the most important determinants of success in language acquisition. It acts as the internal drive that motivates students to start and continue the work necessary to learn a new language. Learners may find it difficult to maintain the regular practice and engagement required to master language skills without motivation. Highly motivated learners are often more persistent, focused, and productive in their learning, regardless of whether their motivation comes from personal interests, professional aspirations, or social reasons. It is thus imperative that both students and teachers comprehend the significance of motivation in order to cultivate an atmosphere that inspires excitement and dedication to learning a language.

**Body:**

Researchers generally agree that motivation is a major factor in determining whether or not one is successful at learning a language. Gardner and Lambert (1972) identified two primary forms of motivation that drive language learning: integrative motivation, in which students want to establish relationships with the culture and speakers of the target language, and instrumental motivation, which includes tangible advantages like professional growth or academic success. Gardner's study emphasizes that integrative motivation frequently results in increased participation and better learning results.

Likewise, Deci and Ryan's Self-Determination Theory (1985) prioritizes intrinsic motivation, which is learning motivated by curiosity and pleasure, over extrinsic motivation.

They contend that intrinsic motivation leads to increased creativity, tenacity, and general success in language acquisition. For instance, students who love literature written in the target language or watching movies from other countries are more likely to keep up their regular practice, which will help them become more fluent.

The effectiveness of motivation is demonstrated by real-world examples: A student who studies Spanish because they are truly interested in Latin American culture will spend more time practicing speaking and listening than a student who studies Spanish just to meet a school requirement. This inherent curiosity fosters perseverance and resilience in the face of adversity.

However, a professional whose motivation stems from a job promotion that demands English competence may start by concentrating on particular talents, such as business terminology, demonstrating how instrumental motivation may drive goal-oriented education.

The selection of learning tactics is also influenced by motivation. Those who are highly driven to learn are more inclined to look for other resources, such as language programs, conversation partners, or immersion courses. This proactive conduct results in improved practice opportunities and accelerated progress. Dörnyei's study (1998) backs this up by demonstrating that motivated students exhibit greater self-control and engage more fully with the language input.

Ultimately, motivation is the basis for successful language acquisition. Motivated students exhibit greater persistence, employ successful methods, and attain higher competence, regardless of whether their motivation comes from intrinsic or extrinsic variables, or from integrative or instrumental objectives. For teachers who want to enhance language learning outcomes, it is thus crucial to comprehend and encourage motivation.

## Conclusion:

In summary, enthusiasm is a crucial element that greatly affects how well one learns a language. It encourages students to be active participants, persevere through difficulties, and acquire the skills they need to learn a new language. Both intrinsic and extrinsic drives are crucial, and intrinsic motivation is frequently linked to greater involvement and long-term commitment. Practical instances and scientific studies continuously show that driven students are more likely to acquire greater fluency and retain their language abilities over time. As a result, teachers and students must comprehend the many facets of motivation and cultivate it in learners in order to establish a fruitful and satisfying language learning environment.

## References

1. Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior. Springer.
2. Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching*, 31(3), 117–135. <https://doi.org/10.1017/S026144480001315X>
3. Gardner, R. C., & Lambert, W. E. (1972). Attitudes and motivation in second-language learning. Newbury House Publishers.
4. Khamidova, Y. K. (2024). THE FUTURE OF HIGHER EDUCATION: WILL TRADITIONAL UNIVERSITIES BECOME OBSOLETE?. *Bulletin news in New Science Society International Scientific Journal*, 1(5), 24-28.
5. Khamidovna, K. Y. (2025). THE ETHICAL CONSIDERATIONS OF USING EDUCATIONAL TECHNOLOGY. *JOURNAL OF SCIENTIFIC RESEARCH, MODERN VIEWS AND INNOVATIONS*, 1(3), 35-37.
6. Khamidovna, Khamidova Yodgora. "THE ETHICAL CONCERNS OF FACIAL RECOGNITION TECHNOLOGY." *JOURNAL OF SCIENTIFIC RESEARCH, MODERN VIEWS AND INNOVATIONS* 1.4 (2025): 90-93.

7. Khamidova, Y. K. (2024). THE IMPACT OF STANDARDIZED TESTING ON EDUCATION. Bulletin news in New Science Society International Scientific Journal, 1(6), 167-171.