TECHNIQUES AND METHODS TO ENHANCE MOTIVATION TO LEARN ENGLISH TO NON-LINGUISTIC STUDENTS

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ANNOTATION: The article discusses the challenges, objectives, and forms of motivation in the context of language learning. It explores internal and external motivational factors, as well as the causes of reduced motivation, and presents techniques and strategies for enhancing motivation.
Keywords: Internal motivation, external motivation, language learning, interpersonal communication, intercultural interaction.

The importance of foreign language skills for professionals in various fields is increasingin today's world. There is a growing emphasis on teaching foreign languages, not only in traditional language-based programs, but also in other fields. One challenge that both educators and students face is low motivation. Motivation can be defined as a system of internal and external factors that influence human behavior. These factors can lead to purposeful action, which in turn determines the selection of methods and techniques used to achieve goals. In general, an individual's motivation to engage in activity can be understood as a set of forces that drive them to perform certain actions. These forces can be both internal and external to the individual. In more specific terms, motivation can be described as a combination of internal and external forces that inspire an individual to engage in action, determine the types and forms of action, and provide focus for that action in order to achieve specific goals.

Motivation is the primary driving force behind all human activity. It is fueled and sustained by the achievement of results. If success is not achieved, motivation tends to wane, negatively affecting performance.

In addition to basic needs, other factors such as interests, aspirations, and intentions can also serve as motivators for human behavior. Motivation plays a crucial role in the process of learning a foreign language. Its origin lies in the subjective world of an individual, driven by their inner motivations.

A person can learn a foreign language if they feel the need to do so, that is, they are motivated. Psychologists who study the nature of motivational forces and methods of their regulation in education have identified the diversity of a person's motivational sphere. There are both external and several types of internal motivations. Extrinsic motivation typically aims to achieve the ultimate goal of learning. Internal motivation has a strong stimulatory effect on the learning process. It is essential to structure the learning process such that students feel progress toward their goal at each stage. External motivation for learning a foreign language often prevails over internal motivation, and during university studies, students' interest and motivation to learn English tends to decrease. This is due to various factors.

One of the key factors in the application process for university is the varying levels of language proficiency among students. This can lead to difficulties in learning the target language during the academic journey. The main challenges of learning a foreign language include motivational issues, such as students not seeing the relevance of proficiency in their future careers, or feeling incapable of learning due to the perceived complexity

of the language. Additionally, students may lack the necessary linguistic and communicative tools to effectively learn the language.

A significant contributing factor to decreased motivation is the format of the foreign language examination, which is often computer-based. This shift in focus from knowledge acquisition to grade accumulation can further discourage students from actively engaging with the material. Exam tests typically include grammatical and lexical materials. As a result, practical classes focus on learning and practicing grammar and vocabulary, which largely eliminates foreign language communication. One of the primary objectives of a foreign language instructor is to generate interest in the subject matter under study, to create a conscious desire to master knowledge. To maintain a positive attitude towards the foreign language as an academic discipline among students, the instructor, in addition to subject knowledge, should employ such pedagogical techniques that foster a cognitive interest in learning. A foreign language has unique characteristics, as it differs from other subjects in that the primary goal of learning is to develop the ability to communicate in the foreign language in order to solve problems related to interpersonal and cross-cultural interaction. Currently, the overarching goal of learning a foreign language is seen as being a means of familiarizing oneself with another culture and participating in the dialogue between cultures. This goal is achieved through the development of intercultural communication skills. In order to create a conducive environment that encourages students to communicate, it is essential to utilize classroom activities that stimulate student engagement.

Various teaching approaches and techniques contribute to the establishment and maintenance of strong motivation, the promotion of cognitive activity, and a desire for interaction. The most effective methods are non-traditional classroom formats, the utilization of diverse teaching strategies and techniques that add variety to the daily process of learning a foreign language, giving it emotional depth and vibrancy, thereby fostering active interest in the discipline. In addition to enhancing the motivation for learning, non-traditional activities serve to foster the educational and creative potential of students. In teaching a foreign language, the teacher must create real and simulated communication scenarios using various teaching methods in order to promote student engagement.

The utilization of computers in the learning process is an efficient means to enhance motivation and personalize instruction. Furthermore, a modern computer can optimize the conditions for mental work in all its various aspects.

In foreign language classrooms, computers can be employed to accomplish a variety of pedagogical objectives:

– To develop reading skills and abilities;

– To improve writing skills;

- To expand vocabulary;

- To foster students' sustained motivation to learn the language.

The motivation for learning is enhanced by the use of computer-based visualization of the subjects, phenomena, and management of the subject matter, as well as the opportunity to independently choose forms and methods of study, interspersed with gaming elements. Using computers not only allows for a significant increase in the efficiency of learning, but also encourages students to continue their independent study of English. The Department of Translation at UzSWLU utilizes the computer program "universalta'lim.uz". This program can be used for teaching various language skills at different stages of learning. Its aim is to improve listening and speaking abilities in English, expand active and passive vocabularies, study and reinforce lexical and grammatical materials, develop oral communication, and enhance professional skills. The program contains materials produced and

recorded by native speakers, allowing students to work on their pronunciation and intonation based on authentic speech. Additionally, the use of technological tools significantly enhances the effectiveness of instruction and aids in the development of linguistic abilities, as well as contributes to the enrichment of students' cultural and regional knowledge. Furthermore, this program fosters and strengthens students' motivation to learn a foreign language by providing a platform for practicing and applying linguistic knowledge in real-life situations. To address the issue of varying levels of proficiency, it is essential to note that the program takes into account different levels of student readiness when organizing and selecting educational activities. Tasks can be completed in whole or in parts, under the supervision of a teacher or independently. This reflects the principle of differentiated learning in teaching a foreign language. The use of the multimedia computer program "universalta'lim.uz" in the Translation department has allowed us to assess the effectiveness of information technology in language learning. Student motivation has significantly increased, as well as the opportunity to explore program topics from new perspectives. The material is absorbed more quickly and efficiently, students' pronunciation improves, psychological barriers are reduced, and student creativity is more clearly expressed.

Cultural and regional aspects of the curriculum also play an essential role, enriching students with knowledge about the target country, its customs, and traditions, as well as developing intercultural communication skills. It is essential not only to engage students in foreign language classes but also to demonstrate the significance of discipline in their professional endeavors, taking into consideration the requirements of the standards, which entail the development of the ability to acquire the necessary skills for professional communication in a foreign tongue. Interdisciplinary links with specialized subjects play a significant role in achieving this objective. Therefore, while studying a foreign language discipline, the specific aspects relevant to the professional preparation of future specialists must be taken into account. To enhance motivation for students at a non-language university to learn foreign languages, it is essential to inform them of the opportunities provided by the institution in terms of participating in international exchange programs and studying abroad. Students should also be aware of the expectations of employers for modern professionals who must communicate in a foreign language to a certain level. Therefore, the content and structure of the lessons should align with the interests and developmental stage of the students and take into account their proficiency level.

A tailored approach, the utilization of information technology, techniques, and methods for fostering interpersonal and cross-cultural communication are intended to enhance motivation for learning a foreign language. This, in turn, will contribute to enhancing the efficacy of learning the foreign language, enhancing both student academic achievement in the subject and the overall quality of knowledge.

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