



MOTIVATION OF THE STUDENTS THROUGH THE COMMUNICATIVE- COGNITIVE METHOD

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ABSTRACT. *Within the given article the role of psychological feature ways in teaching English as a far off language is analyzed. It shows their main sorts and factors, that are developed in fashionable teaching methodology.*

KEYWORDS: curriculum, instrumental incentives, learners' expectancy, motivation.

In making psychological feature atmosphere in English classes, it's important to match the method with the event of full teaching system. In such reasonable situations, the role of teacher or pedagogue in teaching is connected with totally different method surveys. however in results of this approach extremely psychological feature atmosphere is made in English language learning classes. one among the well- celebrated methodologists Smith mentioned that, "Motivating kids could be a elementary a part of what it's to be a teacher" [10,18]. The motivational ways that utilized in teaching English as foreign language into the subsequent main sorts and factors:

1.making the fundamental motivational conditions:

Adopting applicable teacher behavior and establishing rapport with the students;

- making a nice and safe room atmosphere;
- making a cohesive learner group.

2. Enhancing the learners' language-related values and attitudes:

- specialize in "integrativeness";
- specialize in anticipated intrinsic pleasure of learning;
- specialize in instrumental incentives;
- creating the course of study relevant for the learners;
- increasing the learners' expectancy of success

3. Maintaining and protective motivation:

- serving to learners to line applicable sub goals for themselves;
- increasing the standard of the training expertise;
- increasing the learners' self-confidence;
- providing regular experience of success;



- reducing room anxiety;
- non- group action and poor attendance;
- frequent expression of read that faculty is boring and moot
- apathetic non
- participation within the classroom;
- promoting favourable self-conception of foreign acquisition competence;
- making learner autonomy;
- adopting on active coming together role (by the teacher);
- raising the learners' awareness of motivation maintenance strategies;
- feeling control;
- motivation control;

Environmental control. One concern of the many academics is that the motivation of their students. In a perfect classroom, students have an interest in what's being instructed and that they have a want to learn. whereas some students possess these qualities, others do not. Student accomplishment levels, student enjoyment and creativeness can all suffer from an absence of interest and desire. A central concern for several educators is motivation, a lot of specifically, declining levels in student's intrinsic motivation to learn. There are school rooms that radiate success and academics who inspire. Downward trends in motivation don't seem to be inevitable. course of study and tutorial ways can improve a student's intrinsic motivation to learn. Children's lives are complicated, many forces form success in school, including, intergenerational education, family values, peer culture, the media, expectations for children's success, teacher effectiveness, parental involvement in children's learning, and children's own natural competencies and motivation to try to well. With such a big amount of uncontrollable variables to student success, educators have to be compelled to take hold of those they will. Academics can strengthen a student's motivation to do well. School rooms have to be compelled to teach a course of study that students will relate to their own lives. If the fabric has no purpose, a student's motivation to be told it's not enough. Student directed learning permits a toddler to own power and responsibility in their education. Lowering the amount of competition can improve levels of cooperation among the people of a classroom. Competition might undermine motivation for learning and enhancing motivation is vital in fostering student accomplishment and success.



Motivation is needed at any level of education. In result of the analysis of the attitudes of scholars it can be concluded that, motivation can be improved in the classroom and what educators should focus on:

1. Create an intrinsic value of learning by reducing the reliance on extrinsic incentives and designing a program that challenges all students.
2. Increase student participation in learning and school decisions by providing opportunities to develop responsibility, independence and leadership skills.

Issues of motivation, student engagement and participation can be heard from many educators. While a select few shine with these qualities, many students show the exact opposite. Embarrassment, fear and frustration are all emotions that can be seen in disengaged students.

Children who are engaged show enthusiasm, optimism, curiosity and interest. The opposite of engagement is disaffection. Disaffected children are passive, do not try hard, and give up easily in the fact of challenges, they can be bored, depressed, anxious or even angry about their presence in the classroom; they can be withdrawn from learning opportunities or even rebellious towards teachers and classmates.

Classrooms are full of both motivated and disaffected students. The focus of an educator needs be in shifting the negative attitudes and behaviors of their students to ones that are more intrinsically motivated and engaged.

CONCLUSION

To sum up, motivation is counted one of the most important factor in English language teaching system in developing students' language proficiency. It could be created by the help of focusing on integrativity, anticipated intrinsic pleasure of learning

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