



## MOTIVATION STRATEGIES IN ESL CLASSROOM

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### METHODS OF TEACHING FOREIGN LANGUAGES IN UZBEKISTAN

#### **Abstract**

This article talks about the methodology of teaching foreign languages in Uzbekistan. The author, relying on philological data and written sources, studied the existing peculiarities on the subject, which made clarifications on the basis of existing scientific literature.

**Keywords:** motivation, innovation, foreign language, communication, skills, competencies, teaching, motivator, classroom.

In teaching, motivation is an important factor in ESL classrooms for its great role in learning English. As we know, motivation is a strong desire on something which makes people stronger to reach their life goals. By the other words motivation is a willingness of action especially in behavior. Nowadays motivation has become a cruel issue for many teachers of English as Second Language in many countries, the same in Uzbekistan. Many teachers of ESL classrooms would agree with this opinion that recent days many students have not enough motivation to learn their target language. And also learners may think " English will be essential for my future or not ?", they do not have a clear idea about this issue. On the other hand, they do not have even a strong motivator.

Initially, in order to increase the motivation in a ESL classrom, teachers need to understand the importance and also the role of motivation in every learning process, not only in learning English. Teachers need to develop students' curiosity, desire for new experients, learning new things and stimulation for their success and goals, because these factors play a great role in increasing motivation.

Students motivation is depending on both internal and external factors. It means students should have personal desire on learning something, while teacher's role in increasing their students motivation it also considered as a valuable factor. Motivator should try to know students' talents, because every student is talented at one thing. Then, motivator can cater to their skills and exploit their talents. The teacher has to



activate these motivational components in students, however it is a precise obstacle. How can it be done in every class ? How to motivate ESL classroom students?

Here are given six strategies for increasing students motivation in classroom.

Creating a good atmosphere with learners in the classroom.

Firstly, motivator tries to keep eye contact. Teachers know that if the person who is speaking in full class, does not have eye contact with the others, then attention is likely to drop. This is the main reason to loose motivation. To that end teacher controls eye contact and pays attention properly to the audience even there sitting situation. The best sitting shape is horseshoe shape to both teacher and students for its comfort to control eye contact between them. There many things that motivator should take into account consideration during the lesson. For instance, motivator should make sure there is not student who is sitting alone or outside the group and make students to participate and to be active. In a good atmosphere, there will be always group work or pair work. Otherwise students get bored to do exercises alone. Therefore, motivator should be enough skillful to motivate students to participate in the lesson by using group work and pair work. Through this method of learning, students get motivation from each other by communication and collaboration. There is one more reason for using team work. Students have differences in mastering skills. For example, one student is good in writing or drawing while another one can be a good in expressing ideas verbally or showing his or her talent through role place. Group works generalize this kind of skills of students and students do not fell any fear or shyness by doing tasks together.

Using many references according to students' interest.

Teacher should take into consideration students' interest. Then teacher can connect thair interests with his/her lesson. For example, if teacher wants to revise and practice last lesson, let it be past simple tense. In this situation teacher may ask last week's events "What kind of news did you get?", "What kind of books or films you read and watched?" in this way teacher can connect students interest with practice the theme.

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