SIGNIFICANCE OF MOTIVATING STUDENTS IN EFL CLASSES
Rakhimova Sh.
РОЛЬ МОТИВАЦИИ СТУДЕНТОВ НА ЗАНЯТИЯХ
Рахимова Ш. А.

Рахимова Шоира Атабековна / Rakhimova Shoira Atabekovna - преподаватель английского языка,
кафедра общественно-гуманитарных наук
Ургенчский филиал Ташкентской медицинской академии, г.Ургенч, Республика Узбекистан

Abstract: in this article one will be able to get an answer to the question why students are not enough motivated in language learning and what is the reason of their indifference during the lessons.The proper ways of choosing activities for better results in motivating students are given as new approaches. Therefore types Of Class Activities Language experts have organized oral skills into three distinctive types:perfomative, participation, drills activities.Teacher can choose suitable ways of motivation according to the knowledge of his students and his own experience.

Аннотация: в этой статье можно будет получить ответ на вопрос, почему студенты недостаточно мотивированы в изучении языка и какова причина их безразличия в течение уроков. Ниже приведены в качестве новых подходов надлежащие способы выбора деятельности для достижения лучших результатов в мотивации студентов. В качестве примера можно особо отметить методы для активации разговорной деятельности студентов: такие как - показательные, участвующие и другие. Преподаватель исходя из своего опыта и степени знания языка своих студентов имеет право сам выбирать подходящие способы мотивации.

It is believed that motivation of learners in language learning is one of the most essential factors, which is the reason of English teachers have always tried to find new ways or approaches that introduce practical uses of EFL more affectively in the classroom. In spite of the fact that many students like learning English and although they attend lessons, they are not interested in speaking. They only want to pass the compulsory exams.

Finding the students' likes and dislikes concerning EFL learning and applying new teaching techniques to develop the command of language use have been major goals. Surveys conducted with my learners at the Medical Academy have been focused on determining why some students reject learning foreign languages.

Findings showed that many third year students in the nursing department didn't like studying English as they did not find any relation between language and their own careers. They didn't consider that English would be useful and necessary

thing in their future work therefore they felt that they spent too much time on learning not interesting, unpleasant, and unintelligible things.

In our Academy books by Khodjayeva are used to teach English for Specific Purposes to students from the first to third years. Besides our teachers use different kinds of books for teaching General English. Surprisingly, data showed that EFL learners pleased to study ESP, while the ones learning General English disliked it.

New approaches.

From the first years of our independence our country began to pay attention not only on improving education system, but also on renewing teaching process. Thus many new teaching strategies were introduced. So, General English began including such items as situations, expressions, activities, phrases, and terms which were part of the contents that learners were studying in their specialties. [1, p. 17-18].The aim is to let students to behave as if they are applying the language to use their own experiences from their lives and careers. They should talk about topics in which they have interest and like. One clear example is, during learning the topic on disease it will be useful to find out symptoms and treatment (diagnostics) of the illness, instead of only reading and translating the text, as it was done according to traditional methods of teaching. Obviously, it is useful for students not only learning vocabulary related to the topic, but also applying them in different situations and dialogues.[2,p75-76].Aside from vocabulary activities, many activities were added to involve learners' attention to the lesson and to motivate them on working. Lessons which consist of different kinds of language games, motivating activities, assignments to talk about topics related to their own experiences and things that had really happened to them surely gives great encouragement and motivation on studying. According to A.Bandura not only motivating of students but also improving their self-confidence make sense during conducting lessons. Therefore types Of Class Activities Language experts have organized oral skills into three distinctive types.

1) Drills or Linguistically Structured Activities
2) Performance Activities. 3)Participation Activities**.**

Drills or Linguistically Structured Activities Teacher provides a particular structure and the students practice it by repeating it.

Performance Activities. Students prepare himself beforehand and delivers a message to a group. e.g. Student's Speech

Participation Activities. Students participates in some communicative activity in a "natural setting" [3, p. 56-58].

As we found out, the improvement of students' English speaking fluency through different activities can be indicated from the following: the first improvement was "participation is event". All the students get the same chance to practice English speaking fluency through speaking activities. Next, the students talk a lot. In this case, students talk a lot in practicing to speak English with their friends. Then, motivation is high. In addition, the situation of the classroom is alive. . In addition, the situation of the classroom is alive. The class is full of laugh and the students are interested in joining the teaching learning through some real objects, interesting dialogues and fun sound.

In conclusion, through this, teachers will help their students to develop their English in accordance with their future profession.

References

1. *Lopez Ignacio*. Corria,motivating EFL learners,English Teaching Forum, 1999. P. 17-18.
2. *Lantolf J. P.* Sociocultural theory and second language learning. Oxford:Oxford University Press, 2000. P. 75-76.
3. *Bandura Albert.* Self-efficacy, The exercise of control, Library of Cataloging-in-publication data. W. H. Freeman and Company, 1997. P. 56-58.