



Learning English and students' attitudes towards English as one of the main subjects in modern language programs

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ABSTRACT: Motivation continues to play a major role in the area of EFL/ESL learning due to the fact that students' attitudes towards learning a foreign language often result to be the predictors of further success or failure. The present research paper aims at analyzing the motivation patterns towards learning the English language shown by EFL Foreign Languages students of the.

This study intends to measure and analyze Tashkent International University of Financial Management and Technology. students' degree of motivation in terms of the three motivational constructs established in the works by Gardner [1] and Cooper and Fishman [2]: (i) instrumental motivation, (ii) integrative motivation and (iii) personal motivation. Aspects other like learners' attitudes towards the use of English in the social and educational contexts or the culture of the English speaking countries have been also considered. In the light of the findings and conclusions to be reached in this work, some pedagogical implications will be also discussed in a final section of the paper.

Keywords: Motivation, Engineering, Tashkent International University of Financial Management and Technology., English Language, Learning/Teaching Process.



INTRODUCTION

Motivation is a decisive factor that influences success in foreign language learning / teaching .In the case of students of Foreign Languages in Tashkent International University of Financial Management and Technology., though, this motivation is commonly given for granted.

Many studies point motivation to be a key factor in foreign language acquisition .Students with higher levels of motivation will do better than students with lower levels” These students are also more likely to be engaged in relevant activities, to expand efforts and to show desire to achieve their goals. Scientists classify motivation into two types: instrumental motivation and integrative motivation. The instrumental motivation is based on the students’ desire to learn the language for some utilitarian goal, such as “to pass an examination, to use it in one’s job, holidays, to watch O. V. television, or as an educational requirement [3-5]. Meanwhile, the integrative motivation comes given by students’ interest towards language itself, its culture and the desire to communicate with the target language group. That is to say, “to know more of the culture and the values of the foreign language group, to contact with the speakers of the languages, or to live in the country concerned”.

Besides instrumental and motivational orientations, there was introduced a third type of motivation called “developmental or personal motivation” . This motivation is closely related with activities resulting in personal gratification such as reading books or watching movies. Though studies strongly suggest that integratively motivated students are more successful in terms of language acquisition, later research reveals that “a language may be learned for any / any group of practical reasons” .Thus, some recent studies claim for abandonment of the adjectives “integrative” and “instrumental” in approaching motivation. Instead, they propose to “look at the learner as a human and social being who has a multi-faceted self and who fares into another linguistic community through network ties” .



Learners' attitude is another important factor in language acquisition. In fact, learners' motivation and learners' attitude towards learning a foreign language are strongly interrelated.), The students' motivation to learn is determined by their attitudes towards the target language group as well as towards the learning task itself. What is more, attitudes are considered to be an essential component of motivation in language learning. Motivation "refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes towards learning that language".

AIMS OF THE STUDY

This study is intended to analyse students' degree of motivation and attitudes towards learning the English language. The objective is to determine which of the three types-instrumental, integrative and personal-could be the primary source of Modern Languages students' motivation towards learning the English language.

METHOD

The study has been conducted to identify Modern Languages students' motivational and attitudinal orientations in learning the English language. Data has been obtained through one single questionnaire designed to assess students' reasons for learning English, their beliefs about the value of learning English and their capacity for learning this foreign language

(i) Motivation to learn English

Students were asked a series of questions related to different types of motivation. They were requested to write down the most important reasons to the first block of questions. From the three motivational constructs—instrumental motivation, integrative motivation and personal motivation that have been the focus of the present study it can be said that instrumental motivation received the highest results. Students highly favored learning English for the specific purpose of their professional future: 96,4% (very much & a lot) of the respondents indicated that they needed English for their professional career, 78,5% affirmed



that the knowledge of English would help them to get a better paid job, and an 80,5 % stated that a perfect command of English made them more competitive. The other major instrumental factor was learning English as a university requirement (85,7% of positive answers).

Together with the instrumental reasons, integrative motives come as the second source of motivation. Respondents, in comparison, got considerably higher scores in integrative motivation questions (92%, 82,2%, 92,8% respectively), coming very close to the results shown for the instrumental motivation set of questions (96,4%, 96,4%, 85,7%, 78,5%).

(ii) Interest towards the English culture

Students' interest towards different aspects of the English culture: customs and traditions, religion, moral, art, literature, music, movies, economy and science.

The most popular topics for the students resulted to be music (89,3%), customs (82,15), literature (78,6%), movies (78,6%), and arts (71,2%); the last positions being occupied by religion (46, 3), moral (53,5%), science (53,6%), and economy (57,2%).

1. Most of the students affirm the necessity to speak fluent English. However, the duration and number of the courses should be increased because students really expect to achieve the proficiency level by the time they graduate, not feeling the need to keep working on fluency after graduation.

2. Results of the study show students' general interest towards English-speaking culture. Therefore, we would strongly recommend the introduction of authentic material (articles, documentaries, movies, etc.) on different cultural topics, even for elementary level students.

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