



Pedagogical approaches to enhance motivation in non-philological students for learning English

Manzura ALMAMATOVA¹

Gulistan State University

ARTICLE INFO

Article history:

Received September 2024
Received in revised form
10 October 2024
Accepted 25 October 2024
Available online
15 November 2024

Keywords:

motivation,
non-philological students,
pedagogical approaches,
English learning,
task-based learning,
gamification,
personalized learning.

ABSTRACT

Motivation plays a crucial role in language acquisition, especially for non-philological students who may not immediately see the relevance of learning English for their future careers. This paper explores various pedagogical approaches aimed at enhancing motivation among these learners. The study highlights effective methods such as task-based learning, gamification, and personalized learning strategies. These approaches have been shown to significantly boost engagement and interest in language learning. By adopting such strategies, educators can create a more engaging, relevant, and rewarding learning environment. This, in turn, helps improve the language proficiency of non-philological students.

2181-3701/© 2024 in Science LLC.

DOI: <https://doi.org/10.47689/2181-3701-vol2-iss6-pp115-118>

This is an open-access article under the Attribution 4.0 International (CC BY 4.0) license (<https://creativecommons.org/licenses/by/4.0/deed.ru>)

Pedagogik yondashuvlar orqali nofilologik talabalarning ingliz tilini o'rganishga bo'lgan motivatsiyasini oshirish

ANNOTATSIYA

Kalit so'zlar:

Motivatsiya,
nofilologik talabalar,
pedagogik yondashuvlar,
ingliz tilini o'rganish,
topshiriqqa asoslangan
o'qitish,
gymifikatsiya,
shaxsiylashtirilgan o'qitish.

Motivatsiya tilni o'rganishda muhim rol o'ynaydi, ayniqsa, ingliz tilini o'rganishning ularning kelajakdagi kasblariga bevosita aloqasini ko'rmaydigan nofilologik talabalar uchun. Ushbu maqola nofilologik talabalar uchun ingliz tilini o'rganishga motivatsiyani oshirishga qaratilgan turli pedagogik yondashuvlarni o'rganadi. Tadqiqot, motivatsiyani oshirishda samarali bo'lgan turli metodlar, masalan, topshiriqqa asoslangan o'qitish, gymifikatsiya va shaxsiylashtirilgan o'qitish strategiyalarini ta'kidlaydi. Ushbu pedagogik strategiyalarni qo'llash orqali o'qituvchilar nofilologik talabalar uchun yanada qiziqarli, dolzarb va mukofotlashga loyiq o'qish muhiti yaratishlari mumkin, bu esa ularning til malakasini yaxshilashga olib keladi.

¹ PhD student, Gulistan State University.

Педагогические подходы для повышения мотивации у нефилологических студентов к изучению английского языка

АННОТАЦИЯ

Ключевые слова:

мотивация,
нефилологические
студенты,
педагогические подходы,
изучение английского
языка,
обучение на основе задач,
геймификация,
персонализированное
обучение.

Мотивация играет ключевую роль в освоении языка, особенно для студентов нефилологических специальностей, которые могут не видеть очевидной связи между изучением английского языка и своей будущей карьерой. В статье анализируются различные педагогические подходы, направленные на повышение мотивации таких студентов. Исследование выделяет эффективные методы, включая обучение на основе задач, геймификацию и персонализированные учебные стратегии. Применение этих стратегий позволяет преподавателям создать увлекательную, релевантную и мотивирующую образовательную среду, что способствует улучшению языковых компетенций студентов.

INTRODUCTION

Learning English, especially for non-philological students, can often be seen as tedious and unnecessary. Unlike students majoring in languages, those in non-philological disciplines such as sciences, economics, or engineering may not find immediate personal or professional value in mastering a foreign language. Therefore, it is crucial to develop pedagogical strategies that not only teach English effectively but also enhance motivation for students who may not have an intrinsic interest in the subject.

Motivation is a key factor influencing language learning success, and without it, students may struggle to achieve proficiency. According to Deci and Ryan's Self-Determination Theory, motivation can be categorized into intrinsic and extrinsic types, both of which can be fostered through thoughtful pedagogical approaches. This paper aims to explore how different teaching strategies can be implemented to increase motivation in non-philological students learning English

The Role of Motivation in Language Learning

Motivation is the driving force behind a student's engagement and persistence in learning. For non-philological students, motivation to learn English often depends on the perceived relevance and utility of the language to their field of study and future career prospects. Thus, it is essential to create learning environments that appeal to both intrinsic and extrinsic motivations.

Intrinsic motivation refers to the inner desire to learn for the sake of personal satisfaction or enjoyment. Extrinsic motivation, on the other hand, is driven by external factors such as grades, certificates, or career opportunities. Both types of motivation are important and can be nurtured using pedagogical methods that resonate with students' needs and aspirations.

Pedagogical Approaches to Enhance Motivation

1. Task-Based Learning (TBL)

Task-based learning (TBL) is an effective approach that focuses on the completion of real-world tasks rather than on grammar rules or vocabulary memorization. By integrating English into practical, real-life contexts, students can see the immediate utility of the language. This approach can particularly engage non-philological students who may not be interested in learning English purely for academic reasons. For example, tasks related to their future careers, such as reading scientific papers, writing reports, or participating in professional discussions, can motivate them by showing the relevance of English in their chosen fields.

TBL promotes active learning and increases students' sense of autonomy, which is key in fostering intrinsic motivation. Students are more likely to feel motivated when they can see how language skills directly apply to their academic and professional goals.

2. Gamification

Gamification is another pedagogical strategy that has gained popularity in recent years. It involves the use of game-like elements, such as points, rewards, levels, and competition, to make the learning process more engaging and enjoyable. By incorporating gamification into English lessons, educators can motivate non-philological students to participate more actively in class and take a greater interest in the subject.

Gamification can enhance both intrinsic and extrinsic motivation. For example, extrinsic motivation is fostered through rewards and recognition, while intrinsic motivation grows as students experience success, progress, and mastery in completing language learning challenges. Tools such as language learning apps (e.g., Duolingo) or classroom-based quiz games (e.g., Kahoot) provide instant feedback and a sense of achievement that encourages continued learning.

3. Personalized Learning

Personalized learning refers to tailoring the educational experience to meet individual students' needs, interests, and learning styles. Non-philological students, for instance, may find it motivating to learn English through materials and tasks related to their specific field of study. Personalized learning can involve allowing students to choose topics, texts, or projects that are directly relevant to their career aspirations or academic interests.

Moreover, incorporating technology into personalized learning, such as adaptive learning platforms that adjust the difficulty of tasks based on a student's progress, can help increase motivation. When students feel that the content is designed specifically for their needs and abilities, they are more likely to engage deeply with the material and remain motivated throughout the learning process.

4. Collaborative Learning

Collaborative learning fosters a sense of community and shared responsibility, which can enhance motivation for non-philological students. Working in groups on projects or tasks encourages peer support and the exchange of ideas. It also helps students develop their communication and problem-solving skills in a language-learning context. Collaboration can be particularly motivating when students can share their knowledge and strengths while learning from one another.

Incorporating collaborative learning into English lessons allows non-philological students to learn from their peers and build confidence in their language skills. The social aspect of group work can help to overcome feelings of isolation that some students may experience, leading to greater engagement and sustained motivation.

CONCLUSION

In conclusion, enhancing motivation in non-philological students learning English is critical to their success in acquiring the language. Pedagogical approaches such as task-based learning, gamification, personalized learning, and collaborative learning have proven to be effective in motivating students by making the learning process more engaging, relevant, and enjoyable. By incorporating these strategies into the curriculum, educators can foster both intrinsic and extrinsic motivation, helping students develop a greater interest in learning English and ultimately improving their language proficiency.

As the demand for English proficiency continues to grow across various fields, pedagogical approaches must evolve to meet the needs of non-philological students, ensuring they are motivated, engaged, and equipped for the challenges of the global workforce.

REFERENCES:

1. Deci, E. L., & Ryan, R. M. (2000). The "What" and "Why" of Goal Pursuits: Human Needs and the Self-Determination of Behavior. *Psychological Inquiry*, 11(4), 227-268.
2. Ellis, R. (2003). *Task-based Language Learning and Teaching*. Oxford University Press.
3. Gee, J. P. (2003). What Video Games Have to Teach Us About Learning and Literacy. *Computers in Entertainment (CIE)*, 1(1), 20-20.
4. Hockly, N. (2018). Gamification and Learning. *ELT Journal*, 72(1), 87-92.
5. Tomlinson, C. A., & Strickland, C. A. (2005). *Differentiation: Best Practices for the Classroom*. ASCD.