

Neuro-pedagogical methodologies offer a promising avenue for shaping cognitive skills in schoolchildren and optimizing learning outcomes. By leveraging our growing understanding of the brain, we can create more effective and personalized learning experiences that cater to the unique needs of each student.

It is essential to approach the implementation of neuropedagogy with a thoughtful and ethical framework, considering the challenges and ensuring that all students have access to these innovative approaches. This framework must consider the students' cultural background and social situations. Further research is needed to explore the long-term effects of neuro-pedagogical interventions and to refine the methodologies for maximum impact. As a nation on the rise, Kazakhstan is well-positioned to embrace the potential of neuropedagogy to foster a generation of skilled and cognitively agile learners.

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THE ROLE OF MOTIVATION IN TEACHING WRITING

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The present article is devoted to one of the important problems of methodology of teaching English language, the role of motivation in teaching writing. We tried to reveal the role of motivation as one of the ways of developing writing skills. David Myers [1, 297] defines motivation as “a need or desire that serves to energize behaviour and to direct it towards a goal.” Frank Hawkins [2, 132-133] defines it as “what drives or induces a person to behave in a particular fashion the internal force which initiates, directs, sustains and terminates all important activities. It influences the level of performance, the efficiency achieved and the time spent on an activity.” All of the definitions refer to stimuli that trigger the motivational process.

Hawkins identifies also the properties of motivation such as it being an internal process with different roles in influencing behaviours (such as directing, initiating, sustaining or

terminating it), and with different degrees of expression at the level of intensity, quality and speed in which the behaviour is carried out.

All of the above definitions are true, one could even summarize and create a general definition saying that motivation is what drives us to perform an action. Writing motivation is one's activation or energizing to give more effort to writing activity. It focuses on one's appraisal of the relationship between writing activity and writing outcome. Like reading motivation, writing motivation is said to be intrinsic and extrinsic. It includes one's desire to make archive (documentation), to express emotions (emotional expression), to satisfy creation urge (creativity) and to develop mastery over writing (achievement). According to Edward Deci and Richard Ryan [3,5] intrinsic motivation refers to motivation that source comes from inside an individual rather than from any external or outside rewards or punishments. The motivation comes from the pleasure one can get from the task itself, completing the task or just working on a task. However, it doesn't mean that one will not seek for a reward. Learners who are intrinsically motivated are more likely to engage in the task willingly as well as work to improve their skills, which will increase their competencies. Writing activity includes memory retrieval, goal setting, planning, problem solving and evaluation.

Extrinsic motivation refers to the performance of an activity in order to attain a desired outcome and it is the opposite of intrinsic motivation. Extrinsic motivation comes from influences outside of the individual. Competition is an extrinsic motivator because it encourages the performer to win and to beat others, not simply to enjoy the intrinsic rewards of the activity. A cheering crowd and the desire to win a trophy are also extrinsic incentives.

Motivation to write occurs at three levels:

Specific level – focusing on the processes between goal setting and writing sentences;

Intermediate level – focusing on the processes between goal setting and writing scenes;

General level – focusing on overall structure of a piece of writing;

Motivation improves key processes of writing as planning ; to generate ideas and organize them into writing plan to satisfy writer's goals; sentence-generation process or turning the writing plan into the actual writing of sentences; revision process or evaluating what has been written.

In our writing classes we have some challenges with our students. Most of students think writing as boredom. Sometimes it is difficult to make students to write any piece of writing. We need new challenges and inspiration for our students. We've searched such kind of activities to motivate them and several of them we've created according to our student's level. These activities can be adapted and modified according to the language level, the number and the needs of the students. The suggested activities and procedures can be carried out with different topics or grammar items as well. The presented activities exploit the children's capacity for interaction and talk; they build on their capacity and need for movement and play [4,138].

We will describe one of our activities which motivated students in writing. The students were asked to bring an object or photograph from home which was important to them and to be prepared to share their feelings about it with the class. The teacher started the lesson by showing a photograph and reading her own writing, then discussing its personal importance to her and the memories it invoked. Students were very interested to hear about her experiences, and she then gave them an opportunity to ask her questions about it. Students then enthusiastically

shared their experiences of their own object or photograph in peer groups before doing their own writing using a series of questions as a guide. As a post-writing activity, after the teacher had read and commented on the students' writing, these pieces were revised and "published" in booklets which were put on display in class, and students were encouraged to read and write comments on each other's writing in their free time. The other topics followed similar patterns, and thus the new programme tried to make strong connections between writing and the students' own experiences, while encouraging sharing between teacher and students and among the students themselves. The overarching aim was to make the whole writing experience more collaborative, meaningful, purposeful, and motivating for the students.

References:

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YOSH AVLODGA INGLIZ TILINI O'RGATISHDA MADANIYATLARARO MULOQOT MASALALARINING O'RNI VA AHAMIYATI

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Annotatsiya: Ushbu maqola orqali bugungi kunda xalqaro til maqomiga ega bo'lgan ingliz tilini o'rgatishda madaniyatlararo muloqot masalalariga e'tibor qaratilgan.

Ma'lumki, madaniyatlararo muloqot - bu turli madaniyatlar va ijtimoiy guruhlar o'rtasida ma'lumot almashishga qaratilgan muloqot shakli hisoblanadi. Shuningdek, maqolada til va madaniyat o'rtasidagi bog'liqlikni ilmiy jihatdan tahlil qilishgayondoshilgan.

Kalit so'zlar: til, muloqot, madaniyat, urf-odat, millatlararo, adaniyatlararo munosabatlar, kommunikatsiya, intellektual salohiyat, kreativ yondashuv, millat

Zamon shiddat bilan rivojlanayotgan bir vaqtda, chet el fuqarolari bilan iqtisodiy, madaniy, fan va ta'lim yo'nalishlarida hamkorlik munosabatlarini o'rnatishga bo'lgan ehtiyoj tobora ortmoqda. Bu esa o'z navbatida xalqaro miqiyosida chet tilini o'rganishga bo'lgan talabni ortishiga, jamoalar kundan -kunga ko'p tilli va ko'p madaniyatli bo'lib borishiga va madaniyatlararo muloqot ko'nikmalarini shakillanishiga sabab bo'lmoqda. Har qanday ta'lim yo'nalishida tahsil olayotgan talabalar o'rganayotgan tilining madaniyati va xalqlarining urf-odatlar haqida ma'lumotga ega bo'lsalargina muloqotga kirishganda to'siq va tushinmovchiliklarga duch kelishmaydi. Ahamiyatlisi, o'zga til vakillari bilan munosabat o'rnatishdan avval madaniyatlararo aloqa bo'shliqlari natijasida yuzaga keladigan munosabatlarning buzilishining oldini olish uchun mavjud bo'lgan madaniy farqlarni to'liq tushunish juda muhimdir. Biz har doim bilishimiz kerakki, har qanday guruhning me'yorlari,