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THE ROLE OF MOTIVATION IN TEACHING FOREIGN LANGUAGES

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The problem of motivation in learning arises in every subject, but it is especially acute it manifests itself in the study of a foreign language. The importance and role of motivation in learning foreign languages has been proven by different research. For the first time the word motivation was used by A. Schopenhauer in the article “Four Principles of Sufficient Cause” (1900–1910). Then this term entered into psychological use for explain the causes of human and animal behavior.

Currently, motivation as a mental phenomenon is interpreted in different ways. In one case - as a set of factors that support and guide, i.e., determine behavior (K. Madsen, 1959; J. Godfroy, 1992), in another case - as a set of motives (K.K. Platonov, 1986), in the third case - as an impulse that causes the activity of the organism and determines its direction.

The word motivation is derived from the word motive. “A motive is an impulse to activity associated with the satisfaction of a person's need; a set of external and internal conditions that cause the activity of the subject and determine its direction.

The term motivation refers to a system of rewards or incentives that can have a positive impact on the degree of assimilation of the material and the effectiveness of developing skills and abilities. Therefore, in the methodology of teaching foreign languages, the formation of a motive for learning is always an important priority not only for the educational process as a whole, but also for each teacher.

The task of foreign language teacher is, along with all educational and developmental aspects, to form the student's desire to learn a foreign language, to generate such an important phenomenon, as a motivation. A teacher of a foreign language is always faced with the question of how to encourage students to learn a language, how to interest and maintain this interest for a long time, how to develop an interest in learning foreign languages.

It should be remembered that learning motivation is closely related to social factors, since many factors that influence on learning motivation, is formed under the influence of society and social conditions. As L.A.Regush said: “Because learning motivation is mostly is socially conditioned, the possibilities for managing it in the pedagogical process are very wide” [Regush.L.A 2011; p. 243].

Learning motivation is a process that involves the use of various motives and incentives for the student. The student's attitude to learning is largely determined by the system of motives of the person himself. At the same time, we must not forget that there are other factors that influence the learning process and the formation of educational motivation. Some experts classify motives by type, “in this regard, internal and external motives are distinguished” [Reanh A.A 2011, p. 97]

Internal motives arise within the person himself. With an internal motive, the learning process itself is a source of satisfaction, when, for example, in the foreground the student is interested in implementing the process and achieving the best result. External motives are due to external components, in other words, they are formed under the influence of the teacher, other persons and society, other external circumstances. Undoubtedly, the effectiveness of the process of teaching a foreign language depends on many factors, but motivation in a foreign language class plays a very important role.

R.M. Ryan and E.L. Deci note that internal motivation dominates in importance, reflecting the internal desire of the individual to learn and acquire knowledge, while external motivation can vary considerably in its relative autonomy and, accordingly, can be a reflection of either external control or self-regulation.

So, external motivation can be divided into several types. In the first case, students with a pronounced external motivation carry out activities with indignation, indignation, and reluctance. in the second case, we are talking about the forced desire of the individual to perform certain actions, but at the

same time it is a reflection of the manifestation of the will or internal acceptance of the value of the task [Ryan R.M., Deci E.L.]

Motives and motivation are the driving force behind the learning process. It is motivation that is the main means that will make it possible to increase the level of students' interest in the educational process.

Therefore, the education system as a whole and teachers, as the most important subjects of this system, should always pay great attention to the principle of motivation, create situations in which students have an interest in the educational material.

To achieve this goal, teachers must enhance both extrinsic and intrinsic motivation to learn. However, internal motives prevail over external ones, because in external motivation a student can perform educational activities under the influence of external factors. Circumstances, and intrinsic motivation is abstract and related to pleasure, satisfaction, a sense of accomplishment within the person himself and can even affect extrinsic motivation.

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PEDAGOGY AND INNOVATIVE TEACHING METHODS IN THE XXI CENTURY

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Abstract: During the ancient period in Greece, the role of the teacher was first introduced and teaching was considered an art form. Going to school and getting an education was something that only the richest people could afford. The role of a teacher or educator was considered the most important in the learning process, as they gave children invaluable knowledge and wisdom.

However, educators were not the first educators. Wealthy residents of the area used slaves to take their children to school. They were considered experienced and wise, who passed on knowledge to the children who were led to school. This is how the word "teacher" came about. He is described as the "leader of the children". They guide students both academically and morally.

Teaching methods are broader methods used to help learners achieve learning outcomes, and activities are the various ways in which these methods are implemented. Teaching methods help students to master the course content and learn how to apply content in specific contexts.

Key words: teacher, teaching, pedagogy, methods, learning process, leader of the children, learning outcomes, activities, course, academically and morally, content, specific context, guide, pass on knowledge.

INTRODUCTION

Pedagogy refers to the way in which students are taught, be it theory or practice of learning. It is the link between culture and teaching methods. The main goal of pedagogy in the XXI century is to build on students' previous knowledge and work to develop students' skills and attitudes. Pedagogy allows students to gain a complete understanding of the subject and helps them apply the acquired knowledge in everyday life outside the classroom.

Pedagogy defines the methods adopted for the conduct of teaching sessions, using the various strategies and approaches adopted by teachers to ensure that the goal is achieved. Pedagogy is strongly influenced by educational psychology and child psychology. This concerns not only the improvement of teaching methods, but also the analysis of student responses. Overall, its main goal is to develop an effective learning experience.

Pedagogy, the study of teaching methods includes, the goals of education and the achievement of these goals. This field relies heavily on educational psychology, which advocates a scientific theory of education, and to some extent limits philosophical education, which presupposes goals and appeals to education from a philosophical point of view.