

Motivational Approaches On Teaching English To Multi-Level IT Students

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How to cite this article: Shamatova Ominakhon Shukurdinovna, Ruzmetova Mukhabbat Shakirovna, Khakimova Zilolakhon Kakhramonjonovna, Kabilova Zebiniso, Ermirzaev Abbas Vaxobjonovich (2024). Motivational Approaches On Teaching English To Multi-Level IT Students. *Library Progress International*, 44(3), 13589-13598.

ABSTRACT

Students who major in IT, “Artificial Intelligence”, “CS-Computer Service”, “Mechatronics and Robotics”, “Methods of Teaching Computer Science”, systematization of information, implementation of ITCE services, creating and coding (programming) mobile applications of non-philological universities need to have acceptable level of English language proficiency. This process includes practices directly related to the English language since the main language of the software or operating system is English. Unfortunately, the fact that control commands, instructions, electronic devices and instructions for their operation in programming are presented in English. Lack of foreign language skills among students of different language proficiency levels studying in IT areas do not allow them to master their field perfectly and in future professional communication raises some problems in its preparation. Teaching lexical terminologies through authentic materials related to the field and tasks based on it is assessed as a solution to the current problems.

Keywords: artificial intelligence, conceptual contrasts, flexible units, grammar exercises, technical terminologies, motivation, intrinsic and extrinsic motivation.

1. INTRODUCTION

Today, at a time when the attention to the teaching of foreign languages in professional fields has increased in all areas of higher education institutions, increasing students’ motivation to learn a language is of great importance in achieving the effectiveness of language learning. There are different conceptual views on motivation, according to Gardner, "Motivation is one of the important factors in the language learning process, the language structure includes words and recognizes it as a contributing factor to language achievement in terms of linguistic outcomes covering reading pronunciation, grammar and the four basic language skills. [1. 98] Motivation plays an important role in the process of language learning, it is an incentive to fulfil desires related to the internal goals of a person.

C. L. Rubinstein defines motivation as "the subjective determination of human behaviour by the world, the process of its reflection", and shows interest as a motive in his book “Fundamentals of general psychology”. [2.526-527] Curiosity is a motive and is defined as a process of emotional interest. Based on this definition, we can say that a person absorbs the truth through his inner world, and reflects it through motivation.

E. V. Sidorenko defines motivation as: “a strategy of actions that manage human behaviour, is a factor that ensures activity throughout its activity, and activates a person through a specific goal when he is affected or receives mental energy”. [3.240] In general, motivation is derived from the word (lat. movere), which means an

impulse to move. It is a psychophysiological process that controls human behaviour and determines its activity and stability. Both the body and the mind must participate in this, and it is a state of active satisfaction of one's needs. A motive is a factor or reason that causes a certain goal to be fulfilled in human activity. Motive is an internal impulse that urges a person to action and activity, manifested as a high form of need.

Several recommendations have been made for studying the uniqueness of the psychology of students in teaching foreign languages and increasing their interest in language learning. S. L. Rubinstein conducted effective research in these areas. S. Walters, Z. Dorney, Ye. Ushoda and I. Otto, R. Gardner, K. from European linguists made an investigation on increasing the motivation and importance of individual education in the teaching process of Multi-Level students. Pham Phu has conducted case studies and developed strategies to overcome the difficulties in teaching such students.

Theorists of psychology divide motivation into two types: intrinsic and extrinsic motivation. For example, when a student translates a topic simply or recites a poem by heart he does it with great interest, because he likes to demonstrate his ability and, it is related with his intrinsic motivation. But it is extrinsic motivation to forcefully translate the same text to get a grade or, conversely, to avoid getting two grades. Hence, when intrinsic motivation occurs, it is understood as an activity in which the student uses all his energy, knowledge, and interest, while extrinsic motivation is characterised by its passivity, and it is understood as an activity performed by the student under compulsion. Sometimes, we can see the mistake of some teachers in the fact that they rely only on extrinsic motivation in the educational process. They organize the lesson process in the form of various gifts, awards, praise labels and sometimes fines, severe reprimands, and even physical measures. (We can observe such situations in lessons organized in primary or secondary classes of secondary schools). According to major psychologists, the teacher's use of such negative activities on students causes their intrinsic motivation to drop in classes where extrinsic motivation is emphasized,

Students are expected to remember the reward or punishment given to them not the information related to the subject. In addition, rewards or punishments may lose their effectiveness over time, or the levels of rewards and punishments may need to be progressively increased to maintain student motivation. As a result, when there is no reward or punishment, motivation is completely lost. Therefore, it is desirable that the main attention in the course of the lesson should be focused on the science itself, not on punishments and rewards or grades and exams. The teacher tries to increase their intrinsic motivation as much as possible, helping to eliminate the dependence of the student on extrinsic motivation. The main condition for the development of internal motivation is achieved only through the use of teaching tools aimed at ensuring the internal experiences and interests of students. It can be seen that there are different theoretical views on the concept of motivation, but in general, we can say just like defined by A.G. Maklakov: "Motivation is a system of factors that determine behaviour", we recognize that it is a determinant of human behaviour. According to J. Jalolov, during the educational process, the teacher creates problem situations for students and forms the basis for the rapid development of thinking in them. However, it shows that the maturity of a person is connected not only with the development of thinking but also with the development of his feelings. [4.42]

When we teach a foreign language (English) to Multi-Level students of ITCE (Information Technology Computer Engineering) directions, it is appropriate for the teacher to study the specific aspects of the psychology of the students of this course before using effective methods. As a result of our observations, the unique psychology of students studying in the ITCE direction was determined, and they are:

- having hyper concentration;
- a keen interest in his field;
- able to logically analyze the solution of the problem;
- optimal movement in problem-solving;
- based on real reality;
- diligently perform the given task;
- they stand out from other students by continuing the work they started to the end.

Despite the above-mentioned characteristics of the students of this course, some of them are not able to apply grammatical rules correctly during the process of English grammar and lexical exercises in the process of language learning, and they face a misunderstanding of the meaning of words in the translation of the text, and it was observed that it affects their psyche and general interest in language learning from the psychological side.

The teacher needs to be a motivator or psychologically support the students in overcoming the above-mentioned deficiencies in the language learning process.

In such situations, as Noemi Ollero Ramirez points out in his article, he advises to follow practical suggestions and recommends using a different approach. He stated: "The ability of the teacher to closely study the psychology of students, to establish friendly relations with them, to think in new ways, to show his talent, to correctly assess various situations in the lesson, plays a great role on raising their morale while working with Multi-level students. [5.495] In teaching, students with such a character, the teacher is required to use unique friendly communication and approaches that ensure creativity, and it is appropriate to take into account the following factors in awakening their motivation:

- able to establish friendly communication;
- to be aware of life conditions;
- study the goals;
- ability to use motivational factors;
- not distinguishing by levels of knowledge;
- not to divide into classes based on the level of language knowledge;
- increase his interest in his subject;
- arouse interest in assignments;
- his support in every work.

The above-mentioned factors play an important role in helping students of different language skills to realize their identity as individuals and increase their self-confidence.

We think about ways to increase students' interest in language learning and ensure their activity during the lesson. The representatives of the field admit that in the process of education, practical training can be strengthened through theoretical and methodological foundations, but they recognize that knowledge alone is not enough, their full mastery should be developed and applied in the process of pedagogical practice. For example: K.D. Ushinsky admits that the method of education can be learned through the behaviour of the teacher, but emphasizes that the use of methods can be achieved only through long-term practice.¹

METHOD

We know that every student in the group has its own potential ability, and discovering them, and approving and supporting their work is the best way to increase their motivation to learn a language. Below is a sample of strategies used in the lesson, aimed at showing students of different language proficiency levels, using their potential ability, demonstrating their creativity, that is, ensuring that they work on one idea, increasing motivation to learn a language.

1. The first method. Collaborative method. The idea of cooperative teaching appeared in didactics in the 1970s, and the technology has been widely used in the educational systems of Great Britain, Canada, Germany, Australia, the Netherlands, and Japan. Mainly in America, Professor R. Slavin of the University named after J. Hopkins (1990), Professor R. Johnson of the University of Minnesota, D. Johnson (1987), Professor J. Arosen of the University of California (1978), Professor Sh. Sharan of Tel Aviv University in Israel (1988) promote the idea of the development of processing and design of educational materials by educators.²

As an experiment, to increase the self-confidence of students with low knowledge in the group and to ensure the cooperation of students with opposite knowledge, we asked them to create video on the topic "My native town" in English. This is the part of the Collaborative Method. The design technology was developed in the 1920s by the American philosopher and pedagogue J. Dewey and his student V. Kilpatrick and has been successfully used in Europe and the Middle East. The purpose of using this method is to teach them to be creative in solving problems that may arise in the course of the lesson, and thereby develop problem-solving skills. During the design process, students look for ways to understand and solve a problem, use their knowledge, apply different

¹ Ushinsky K.D., Juravina M.L., Menshikova N.K. Gymnastics: -M: "Academy" publishing center, 2001.-448b.

² K. J. Obloberdieva. Biology teaching technologies and design. Instructional manual. Tashkent 2016. 95b, 179.

disciplines and conduct research. The presentation of several options for solving the problem by the teacher is observed, analyzed and controlled.

We know that some students have good computer skills, even if they are not good at four skills of the English language. A student who did not know the language well, but knew how to work on a computer, took a video and edited it, and a student who knew the language well created a voice commentary for it. As a result, in the process of creating a video clip, the cooperation of students with two different abilities was ensured, their potential skills were correctly distributed and their creativity was evaluated. It was observed that when the created project was presented to the group members, their self-confidence increased, and they felt a sense of pride when it was evaluated positively. This situation helped them to develop collaborative working skills. The process of working in such cooperation encouraged both students to be creative, changed passive students' attitudes to language learning, and motivated them to work on themselves and work on new projects. The teacher, who created the cooperation of students of two negative and positive knowledge levels, allowed them to demonstrate his pedagogical skills and the created video served to enrich the distance education resource with useful information. This is one of the most effective ways to motivate students with different levels of knowledge.

2. The second method. Questionnaire. The person who discovered this method was the English researcher geographer, anthropologist and psychologist Sir Francis Galton. The survey is used to determine the state of society, and public opinion through statistics (single survey) or dynamics (multiple surveys) of the formation of ideas.

Psychologist Ilin E.P. also recommends the use of the "Questionnaire" to increase the motivation of students to learn a language.³ We use this method to determine the level of mastery of lexical units through lexical and grammatical exercises given to students of different language knowledge levels based on units (topics), to study and eliminate the problems of students in language learning, and to find out what interests them. The teacher can provide the information he wants to solicit answers to the questions in the questionnaire. This method is the best tool to ensure students' interest in language learning, and the original purpose of the proposed survey is not to evaluate students' real knowledge but to create a friendly competitive language learning among them. It is the most appropriate way to know the difficulties, concerns and interests of language learners in the language learning process, and their thoughts about the activity, and it allows the teacher to overcome the shortcomings in the teaching process. True, here the questionnaire should be presented not to show off the knowledge of a student who knows the language well, but to gain admiration. Below is a sample of the questionnaire. (see table 1)

Questionnaire influencing to Motivation

Table 1

Name and surname of the student, group number				
No	Survey questions	Yes	No	General account
1..	I liked the English lesson.			
2.	The scope of the exercises and assignments increased my interest.			
3.	You understood the topic of the lesson well.			
4.	Learning a foreign language is a waste of time.			
5.	I don't need to study English if there is no exam.			
6.	I would participate more if the exercises were more dynamic.			
7.	I learned more if we did the exercises in groups and orally.			
8.	I like to learn a foreign language and I want to speak.			
9.	The book makes me tired. I want to learn more from my group mates.			

³ Ilin E.P. Motivation and method. - SP b: Peter, 2006. – p. 433, (512): il. - (Series "Master of Psychology") ISSN 5-272-00028-5.

10.	I feel like I'm learning a lot in every lesson and my interest is growing.			
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One point is given for each answer given in the table and the total score is calculated. The student's interest and level of knowledge were equal to the column that scored the most points. This method helped them not only to determine their level of mastery of the topics but also to increase their self-confidence. Questionnaire is one of the motivating tool for low-level students, thereby enabling them to boost their intrinsic motivation. A sense of achievement is considered a powerful factor in student motivation, which contributes to students' self-satisfaction and positive self-esteem. Praise builds students' self-confidence, knowledge, and self-esteem.

3. The third method. Integrative method. This approach was created at the beginning of the 20th century, and the founder was an American scientist and teacher D.Dyu . The purpose of using the integrative method lies in the idea of forming a creative personality, combining materials from different topics and thereby performing one of the mental operations. Interdisciplinarity is a priority. We used the integrative method to assess their knowledge with the help of a specialist science teacher to check the extent to which they developed written language skills and domain lexicon in English based on the task of "creating a bot in Python" related to their specialization. For this purpose, we assigned separate tasks to students of each language proficiency level. Variables, that is, the memory space allocated for storing values, we checked students' knowledge of this topic while performing the task. We observed that while creating a **bot** some students make errors and suffer shortcomings in the process of writing terms in English, in using and naming variables, conditional symbols of programming, or using the alphabet of the language. It was found that they were making syntax errors because they did not understand the translation of the functions. Typing the names of functions incorrectly is considered a syntax error and causes difficulty in working in that particular program. True, we should not forget one thing here, the names of the functions are not written in full version, but in an abbreviated form. However, if a student can correctly understand and write the names of functions in English, the computer will automatically output the function names in abbreviated form, allowing the programmer to easily select the desired function. For example, in the Python programming language, there is a subject of Written data, and during the programming process, all variables are introduced through the following functions.

- **string – str, string or text;**
- **integer – int, whole numbers;**
- **print (...)**
- **float – enter fractional numbers for example: 25,30 or 25 soums 30 tiyin;**
- **bool – logical data for example: true/false;**
- **list – to store a lot of information;**

Each function has its value, and only when the data is entered correctly will a correct, concise and logical analysis appear on the screen. Examples of practical exercises given to students: "This computer was purchased for \$600" for Elementary students, "List the vegetables grown in the field using len ()" for Pre-intermediate students, and list the vegetables picked using the list. To create a bot that provides information, Intermediate students were asked to write "A program used to count steps for a fitness tracker". The input of variables through reduced functions is as follows.

```
price = 600
name_of_comp = "This computer"
print ("\"(name_of_comp) was taken for \"(price)$.\"")
```

and the above word appears in the result (console).

If their activity is analyzed, the student should not only know the language well but also understand the programming terms and be able to apply them successfully, logically understand the (task) assignments and be able to find their solution with optimal speed. Students who know the language well use both languages, English and programming language. However, students who do not know the language well make some mistakes when writing the names of functions in abbreviated form. In conclusion, we can say that if a student is unable to enter algorithms at the level of sequence, then the computer will automatically show that he is making a syntax error, and this will tell the teacher that his student is not only good at English but also at his subject. It allows to determine whether they are not mastered and makes it easier for the teacher to assess their knowledge.

4. The fourth method. To do exercises. The technique of performing exercises in groups, the "teamwork" method. Students were divided into groups according to their level of knowledge, each group was offered to do exercises according to their knowledge. The peculiarity of using this technique is that didactic materials are differentiated and colourful, adapted to the level of knowledge of students of different language proficiency levels, contain a wealth of professional vocabulary, and are distinguished by their relevance to the topic, which arouses interest in the subject being studied. Differentiated exercises helped the students at the elementary level to relax and increase their self-confidence. It is no exaggeration to say that through this method, students' attention and interests were kept throughout the lesson. Below is a sample of the exercises given to students at each level.

5. The fifth approach. Post Method Era in teaching foreign languages. According to Bala Kumaravadivelu Post method pedagogy is not a method, it is an alternative tool to a method. It is a way of teaching that rejects using techniques, procedures and theoretical assumptions of any given method in teaching/learning process. It appeared as a result of growing satisfaction of teaching methods and approaches which dominated 17-18 century. It is based on the outcome of several studies that observe teachers in their classroom and conclude that actual practice of language classroom do not conform with any of methods known in the history of language teaching. These studies found out that teachers tend to be more intuitive and eclectic in teaching practices in order to compensate for avoiding limitations of methods.

Any method regularly holds paradoxical views about various aspects of teaching/learning process. For example, some methods focus on teaching grammar, others totally ignore it. Some methods teach only listening and speaking and ignore reading and writing. Others integrate four skills. Some methods use textbooks, others do not recommend using another form of criticism. What is often leveled against a method is related to the top-down relationship between the theorist and a teacher. This simple practice refers to the fact that people who provide the theory or method are not usually ones who practice and apply them in the real classroom. Thus, one can say that methods are essentially prescriptive since theorists often prescribe what teachers should teach by imposing a set of activities, procedures, materials and roles in order to achieve a set of predetermined learning objectives. The problem is that these theorists often have very little insights about the particularities and specificities of teaching/learning contexts in which teachers work. There is always a missing piece that burdens teachers and make them think about alternative ways of completing their tasks.

Well, researches have pointed out to set several limitations of methods including the most important differences between theories and practice. In fact, the huge gap lies between what methods say in theory and what is actually practiced in the real world classroom. For instance, the Audio-lingual method claims that the main objective is to help the learners gain native proficiency. However, very few learners can achieve that unrealistic objective. The silent way requires the use of silence in teaching/learning process, it ignores the fact that language is learned through social interaction This is in fact is the opposite of silence. The Total Physical Response (TPR) assumes that actions, gestures and drills are the primary way of learning, while in reality it is observed that language cognitive and metacognitive transcend mechanical drills. In the Total Physical Response (TPR) the reading and writing skills are missing. In the Silent Way methodology speaking and listening skills are missing. In the strong version of the Communicative Language Teaching is the grammar practice and vocabulary explanations are missing. In the Audio-lingual method (ALM), learners' emotions and feelings are missing. In the standards-based language teaching procedures, activities and roles are missing. Thus, teachers are consequently and in constant search for ways to compensate for these missing parts. In short, no language teaching method can stand alone. Each language teaching method represents a discrepancy between its idealistic theory and its actual application in real world classroom. The last problem that is attributed to methods has to do with their globalized nature. A given method should be created to meet the needs of teachers' and learners' objectives. However, upon their success, methods are advertised and globalized all over the world without taking into consideration the sociocultural dimensions of the new era in which it is going to be used. For example, some methods have already succeeded in the US, UK and Europe, but it does not mean that they can succeed in other countries. For example, in Uzbekistan we need a method that is appropriate for Uzbeks. In our opinion, every method should respect socio-cultural singularity of a local population and not to threat the local values of the country.

An exercise is given to students at the elementary level:

Compare computers using the degrees of adjectives.

1. Minicomputers are _____ (big) than microcomputers.
2. Mainframes are _____ (expensive) than microcomputers.
3. Mainframes are _____ (big) computers.
4. Mainframes are _____ (powerful) computers.
5. Mainframes are _____ (expensive) computers.
6. Microcomputers are as _____ (big) as notebooks.
7. Laptops are as _____ (easy) as tablets to carry them anywhere.
8. Mainframes are as not _____ (small) as Laptops.
9. Mainframes are _____ (heavy) than personal computers.
10. Laptops are _____ (comfortable) than desktop computers.

The exercise offered to Pre-intermediate levels served to increase their vocabulary. Translating sentences allowed them to expand their thinking skills and use words grammatically correctly.

Translate the sentences with attention to the adjectives.

1. Our house isn't as big as yours.
2. That's the funniest story I've ever read.
3. We started earlier than you.
4. This student is the most attentive in our group.
5. His work is not as difficult as mine.
6. He was the eldest in the family.
7. It is easier to swim in the sea than in the river.
8. This is the smallest room in our flat.
9. Today the streets aren't as clean as they used to be.
10. She speaks Italian better than English.
11. The Alps are higher than the Urals.
12. She is not as fond of sports as my brother is.

Intermediate students were given the following exercise and were asked to connect and translate columns A and B. It was observed that these exercises helped to enrich their field knowledge and aroused their interest. The presented sectoral text and exercises showed that the process of transformation is occurring in the professional vocabulary of students of all levels. Increasing the wealth of professional vocabulary plays an important role in the formation of a form of professional communication.

Match the following words and expressions from column A with those in column B.

Table 2

Column A	Column B
1. Operate	a) the process or activity of accurately ascertaining one's position
2. Navigation	b) a person or company that runs a business.
3. Mac	c) that is intermediate in size between a laptop and a smartphone.
4. Tablets	d) a family of desktop and laptop computers from Apple.
5. Desktop	e) features a 9.7-inch touch screen that users can interact with directly through finger strokes.
6. iPad	f) a computer suitable for use at an ordinary desk.

5. The fifth method Describing picture. A way to describe a picture. This method is characterized by its intelligence, it helps the student to concentrate all his attention on one place, and think about the topic, and choose the appropriate words.



Figure 1. Material provided for the development of oral speech

Using the approach to the student with the following questions encourages him to cover the topic in more detail. For example:

- Could you repeat? Sorry, can't you return your reply?
- What do you mean? What do you mean sorry?
- I'm sorry, I didn't understand you that...
- I'm not sure what to do. I didn't know what to do.

The condition of the task mentioned above, describing the laptop, is almost the same for students of all levels, but the performance requirements are different. For example: elementary students were asked to write their general understanding of a laptop using vocabulary, while intermediate students were asked to write its function. Students with a higher level of knowledge were asked to describe it, its function and its difference from other electronic devices. The development of written and oral speech forms of students is envisaged in the given assignment tool.

3. RESULTS AND DISCUSSION

As a result of our observations, we can say that all the methods and approaches we used were interesting and effective, increased the interest of Multi-level students in the subject they were studying, and changed their attitude towards language learning in a positive direction. Teacher support, and focus on each student to increase their self-confidence, in the group created a friendly atmosphere. Establishing individual communication between the teacher and the students prevents problems that may occur. However, any student who does not receive attention from the teacher will try to attract the attention of others. This creates unexpected disappointments during the lesson, causes some inconveniences to both the teacher and the student and distracts the students from learning. ASSESSMENT. Correct assessment of students' knowledge is also important in increasing the interest of Multi-Level students in language learning. Evaluation(CEFR) It is appropriate for us to implement according to the criteria of the Common European Framework of Reference, The assessment is divided into 6 levels. In November 2001, a resolution of the Council of the European Union recommended the use of the CEFR system for the creation of a national system for assessing language proficiency in any language taught as a foreign language. According to the CEFR system, students' knowledge is divided into 3 groups, each of which is divided into 2 groups. The criteria for evaluating the language skills of students in reading, writing, listening and speaking are explained in the table below. (See Table 2).

General extract from CEFR required language skills

Table 3

Group knowledge level	Group Features
Beginner Breakthrough A1	- studied another foreign language in high school; (French, German) - that he has general knowledge of a foreign language, but his written and oral speech is not developed; - lack of interest in language learning; - education of students of different ages in one group;
Elementary	- understands words and phrases used during a typical lesson;

Waystage A2	- can give brief information about himself and others; - can participate in small conversations and dialogues;
Intermediate Threshold B1	- understands and can make sentences about the most important aspects of life; - can explain a simple situation; - can join in a simple conversation;
Upper-Intermediate Vantage B2	- can think broadly on various topics; - can explain his thoughts and opinions in written and oral form; - can take information from different sources and put it into practice;
Effective Operational Proficiency - Advanced C1	- can cover the topic freely using the grammatical structure and synonyms of words. - can express his opinion with understanding;
Mastery Proficiency C2	- can express his opinion freely using vocabulary in any field and direction without any training; - can communicate on any topic;

In the table, the evaluation criteria are highlighted according to the level of students' language skills. However, the language skills of students at the A1, A2, B1, B2, C1, and C2 levels given in the table are covered in a general way, although we can meet students of different language levels in different educational institutions, and in their assessment, the common CEFR is being evaluated according to the criteria and not on topics related to professional activities. As a result of our observations, it was found that the intermediate and final control exams of students of non-philological higher education institutions of ITCE with different language proficiency levels are taken based on grammar tests, that is, they are evaluated only within the framework of linguistic competence criteria. Less attention is paid to assessment based on the other aspects of the CEFR, namely (writing, listening, speaking). However, in addition to the above assessment criteria, we use two different methods for Multi-Level students studying in these fields, i.e., development of four language skills by working with field materials and creative work in foreign language teaching. We would recommend using motivational assessment methods based on their psychology because this method will increase the interest of students studying in these directions to language learning.

5. CONCLUSION

Theoretically and practically, this study facilitates the proper requirements of methods of motivation by language teaching. Studies on students' motivation conducted from diversified teaching perspectives were elaborated. Current knowledge of students' motivation research were explained by identifying four main related research methods and Post method pedagogy theory. Furthermore, in the course of the lesson, the teacher tried to reveal the content and essence of increasing students' educational motivation. Certainly, we do not deny that motivation is a powerful factor influencing a person. As a result of our observations, we were convinced that motivation has the power to incentivize a person, but this state cannot foster a person's enthusiasm for a long time. If a person has a strong sense of responsibility, even if there is no motivation, the responsibility of "I must do, I must fulfil" will keep them on their feet. If we can develop a sense of responsibility in our students, they will learn to rise to higher levels through hard work alone, and motivation will serve as an impetus to guide them through these levels.

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