

## THE ROLE OF MOTIVATION IN TEACHING ENGLISH TO YOUNG LEARNERS

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**Abstract:** *Motivation plays a central role in the process of learning a foreign language, especially for young learners. It is one of the main driving forces that determines the effectiveness of teaching and learning English. Teachers must not only deliver knowledge but also stimulate learners' interest, enthusiasm, and willingness to communicate in the target language. This paper discusses the importance of motivation in English language teaching, its types, and effective strategies to enhance it among young learners.*

**Keywords:** *motivation, integrative, instrumental, interactive.*

**Main Body:** Motivation is often defined as the inner drive that pushes individuals to achieve goals. In language education, motivation is what makes students want to learn, participate, and succeed. For young learners, motivation is particularly essential because they tend to lose focus quickly and need constant encouragement and engaging activities. According to Gardner and Lambert (1972), there are two main types of motivation: integrative and instrumental. Integrative motivation is when learners want to learn a language to communicate and integrate with its culture, while instrumental motivation is when learning is driven by practical benefits such as better career opportunities or academic success. For young learners, motivation is often integrative, as they enjoy learning English through songs, games, and stories rather than focusing on exams or future goals. A motivated learner shows curiosity, persistence, and readiness to take risks when using a new language. Therefore, teachers play a vital role in creating a positive classroom atmosphere. They must design lessons that are interactive, fun, and related to the students' real-life experiences. The use of visual aids, games, songs, cartoons, and role-plays can significantly increase students' motivation and participation. During my teaching practice, I observed that lessons incorporating creative activities such as storytelling, picture descriptions, and interactive games captured the learners' attention and improved their retention of new vocabulary. When students felt successful and received positive feedback, their confidence and motivation grew. Moreover, establishing a friendly teacher-student relationship helped to reduce anxiety and build trust, which also contributed to better learning outcomes.

Teachers can also use extrinsic motivation, such as praise, certificates, and small rewards, to encourage participation. However, the ultimate goal is to develop intrinsic motivation—a self-driven desire to learn English for personal enjoyment and achievement. To do so, teachers should give students more autonomy, let them make small choices, and connect lessons to their interests and daily lives.

**Conclusion:** In conclusion, motivation is a key factor in successful language learning. For young learners, maintaining motivation is not only about academic performance but also about emotional engagement and positive learning experiences. Teachers who understand and foster motivation can make their English lessons more effective, enjoyable, and meaningful.

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