

## THE ROLE OF TEACHER FEEDBACK IN ENHANCING INTRINSIC STUDENT MOTIVATION

**Akramjonova Dilafruxon**

*4th year student of the Faculty of Foreign Languages,*

*Fergana State University*

*Tel: +998 99 327 2823*

*E-mail: akramjonovadilafruz39@gmail.com*

*Supervisor: Sotvaldieva Xilola Musinovna*

**Annotation:** *Teacher feedback plays a crucial role in enhancing students' intrinsic motivation, which is the internal desire to learn driven by curiosity, interest, and personal satisfaction rather than external rewards. This study examines how various types of teacher feedback—corrective, motivational, and evaluative—affect students' learning behaviors, engagement, and academic performance. The research highlights opportunities to optimize feedback strategies in classrooms and discusses limitations, such as students' perceptions of feedback, cultural influences, and the challenges of providing personalized guidance in diverse learning environments.*

**Keywords:** *teacher feedback, intrinsic motivation, student engagement, academic performance, learning outcomes, pedagogical strategies*

### **Introduction**

Motivation is a central factor in learning, directly influencing students' engagement, persistence, and academic success. Among various motivational strategies, teacher feedback is widely recognized as a powerful tool to enhance intrinsic motivation. Unlike extrinsic motivation, which is driven by grades, rewards, or recognition, intrinsic motivation stems from a student's internal desire to learn and understand.

Research shows that well-structured feedback can support autonomy, competence, and relatedness—three essential components of intrinsic motivation as described by Self-Determination Theory (Ryan & Deci, 2020). Teachers' timely and constructive feedback provides students with clarity on their strengths and areas for improvement, promoting self-reflection, deeper understanding, and sustained interest in learning.

The purpose of this study is to investigate how teacher feedback influences intrinsic student motivation, identify effective feedback practices, and discuss potential challenges in implementing them within contemporary educational settings.

### **Methodology**

This study employs a qualitative research approach combined with literature review and classroom observations. Data were collected from:

1. Scholarly sources (2018–2025) on teacher feedback, intrinsic motivation, and student engagement.
2. Observation of classroom practices in English language courses at Fergana State University.
3. Semi-structured interviews with students and teachers to gain insights into perceptions of feedback effectiveness.

The collected data were analyzed thematically to identify patterns in feedback practices, their impact on intrinsic motivation, and contextual factors affecting outcomes.

### Results and Discussion

#### 1. Types of Teacher Feedback and Their Impact

**Corrective feedback:** Helps students recognize mistakes and understand the correct approach. This type of feedback enhances competence, encouraging students to master skills for personal satisfaction rather than external rewards.

**Motivational feedback:** Positive reinforcement, praise, and encouragement foster students' self-confidence and increase engagement in learning tasks.

**Evaluative feedback:** Clear explanations regarding performance and academic expectations enable students to set realistic goals and self-monitor progress.

#### 2. Opportunities

Encourages self-reflection and deeper understanding of subject matter.

Promotes autonomy by guiding students to take responsibility for their learning.

Strengthens competence by clarifying strengths and areas for improvement.

Enhances engagement and persistence in challenging tasks.

#### 3. Limitations and Challenges

**Students' perception:** Some students may interpret feedback negatively, reducing motivation.

**Cultural factors:** In certain contexts, critical feedback may be perceived as discouraging.

**Teacher workload:** Providing personalized, timely feedback can be challenging in large classes.

**Balancing feedback types:** Excessive corrective feedback without encouragement can harm intrinsic motivation.

#### 4. Recommendations for Effective Feedback

Combine corrective, motivational, and evaluative feedback.

Provide feedback promptly to maintain relevance.

Encourage self-assessment and reflection alongside teacher input.

Adapt feedback to individual learning styles and cultural contexts.

### **Conclusion**

Teacher feedback is a pivotal factor in enhancing intrinsic student motivation. Effective feedback strategies empower students to learn for personal growth, curiosity, and satisfaction rather than external rewards. While challenges exist—such as student perceptions, cultural factors, and teacher workload—these can be mitigated through balanced, timely, and personalized feedback approaches.

Educational institutions should invest in teacher training programs that emphasize feedback literacy, cultural sensitivity, and techniques for fostering intrinsic motivation. By doing so, teachers can create learning environments where students are motivated to engage deeply, reflect critically, and achieve academic excellence.

### **REFERENCES**

1. Ryan, R. M., & Deci, E. L. (2020). Self-Determination Theory and Motivation in Learning. *Educational Psychologist*, 55(1), 45–63.
2. Hattie, J., & Timperley, H. (2007). The Power of Feedback. *Review of Educational Research*, 77(1), 81–112.
3. Shute, V. J. (2008). Focus on Formative Feedback. *Review of Educational Research*, 78(1), 153–189.
4. Kluger, A. N., & DeNisi, A. (1996). The Effects of Feedback Interventions on Performance: A Historical Review, a Meta-Analysis, and a Preliminary Feedback Intervention Theory. *Psychological Bulletin*, 119(2), 254–284.
5. Black, P., & Wiliam, D. (1998). Assessment and Classroom Learning. *Assessment in Education: Principles, Policy & Practice*, 5(1), 7–74.
6. Nicol, D., & Macfarlane-Dick, D. (2006). Formative Assessment and Self-Regulated Learning: Model and Seven Principles of Good Feedback Practice. *Studies in Higher Education*, 31(2), 199–218.