

THE IMPORTANCE OF MOTIVATION IN FORMING READING COMPREHENSION SKILLS

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Annotation: *The article discusses the importance of motivation in developing reading comprehension competence. Types of motivation are presented and their definitions by various researchers are discussed.*

Key words: *motivation, reading, language learning, foreign language, learning environment, classroom.*

Motivation plays a special role in the good formation of reading comprehension skills. Motivation is a psychological process that activates human actions and gives them a goal and direction. It serves as a driving force that pushes a person forward, while also providing an incentive for the learning process to be both interesting and effective.

In the process of learning a foreign language, the motivation of the language learner and external factors related to the process also play an important role in the emergence of motivation. Factors such as the usefulness of the language being studied, its popularity and widespread use by the world community also play a role in the emergence of motivation. Usually, simple work with texts is emphasized in the lesson processes. Language learners are supported by the teacher for using German in communication. One of the most important tasks of a foreign language teacher is to create a pleasant learning environment in the classroom or group, thereby eliminating the fear of speaking.

J. Diefendorff notes that there are two types of motivation¹. They are:

- intrinsic motivation;
- extrinsic motivation.

¹ J. Diefendorff. Motivationstypen. <http://www.wirtschaftspsychologie-aktuell.de/lernen/lernen-20130201-james-diefendorff-fuenfmotivationstypen.html>

Extrinsic motivation refers to the ability to perform a task well in order to receive praise or some benefit. For example, people get paid for their work. This affects them as extrinsic motivation.

Internal motivation is related to a person's enjoyment of the work he is doing or is doing, and his liking for his work. For example, a person does his work with motivation. Because he really likes this work. He enjoys what he does. Such a person does not like his work only for the salary or other benefits.

There are several stages in which a teacher motivates language learners, one of which is to think deeply and choose the right text. There are also several criteria for choosing a text.

We all know that learning a language is not without problems. In many cases, the level of knowledge of language learners and interference negatively affect the learning process. Independent learning, on the other hand, provides a positive effect on the language learning process. Interference is also known as negative transfer. There are different forms of interference.

- Active transfer, in which previously learned phenomena affect newly learned phenomena.
- Retroactive transfer (retroactive transfer), in which newly learned phenomena affect previously learned phenomena.
- Interference between languages, in which the relationship between the native language and the second or foreign language is understood.
- Interference caused by related and unrelated languages, for example, Uzbek and German are not close to each other, while Uzbek and Kyrgyz are similar to each other in many ways.
- Interference in competence, this interference can be understood as ignorance.
- Interference in performance, which can be interpreted as an accidental failure in the speaking process.
- Overt and covert interference, in which the language learner consciously and unconsciously manipulates a linguistic phenomenon without following grammatical rules.

Interference is one of the most unpleasant aspects of foreign language teaching, and of the language learning process in general, for teachers. Interference can be reduced by using it correctly and paying constant attention to it throughout the lesson.

The level of knowledge of the language learner develops during the lesson. The acquired knowledge gradually turns into skills. In turn, skills can be divided into two groups. These are basic and secondary skills.

It is difficult to determine the boundaries of basic skills. This can be observed in the reading and writing skills of language learners. The skills acquired at this stage are not very strong, so language learners can make many mistakes. Secondary skills are focused not only on content, but also on form. It includes all competencies, reading, writing, speaking and listening.

Another problem that arises in the learning process is literature shock. J. Koppensteiner notes that the incorrect use of fiction in the lesson can also cause language learners to lose interest in learning a foreign language².

Autonomous learning is a positive effect of a foreign language lesson. The goal of every teacher is to guide language learners to independent learning. However, autonomous learning should not be confused with independent learning. Independent learning is the reinforcement of language learners' homework and assignments by processing them based on the knowledge learned during the lesson. Although this is about the individual activity of the language learner, the teacher also has an influence. Autonomous learning is closer to lifelong learning and is based on the language learner freely choosing what to learn. The language learner decides what to learn, when and how to learn. This is precisely why autonomous learning is considered a positive situation for language learning.

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2. Koppensteiner J. Literatur im DaF: Unterricht: eine Einführung in produktiv: creative Techniken. Wien: öbv und hpt. 2001. S. 11. ISBN 3215113260.

² J. Koppensteiner. Literatur im DaF: Unterricht: eine Einführung in produktiv: creative Techniken. Wien: öbv und hpt. 2001. S. 11. ISBN 3215113260.