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MOTIVATIONAL METHODS OF INCREASING LEARNING ENGLISH FOR ESP STUDENTS

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Tashkent University of Information Technologies named after
Muhammad al-Khwarizmi

Abstract: The article is based on the proposition that motivation includes four elements: the reasons why students want to study, the strength of their desire to study the subject, the teacher's knowledge of the characteristics of their students, and the types of assignments and evaluation of what is required of them by the trainees. In the work the main emphasis is on ways of forming and maintaining ESP students' interest in English. Attention is given both to the psychological features of the teacher's work with the trainees and to the types of assignments that contribute to increasing the motivation of ESP students.

Keywords: motivation, stimulating methods, ESP students, vital components, cognitive abilities, course project, acquiring knowledge, encouraging of ESP learner.

"Every action proceeds from a motive, that is, stimulating an experience of something meaningful, which gives meaning to the action for the individual." Thus, activity and motive are interrelated. However, it is important to separate the concepts of "motive" and "motivation". Motivational methods the basic component of the structure of learning activities. In this case, the importance of the individual as a subject of this activity is great. S.L. Rubinshtein consider sthat motivation plays a significant impact on the study of any subject, especially foreign languages. Success in many respects depends on what motives are pursued by students in the process of teaching any foreign language. According to the definition of I.A. Zimney, "motive - this is what determines, stimulates, induces a person to commit some action, included in the activity determined by this motive". Consequently, "the concept of activity must be associated with the concept of motive. Activity without a motive does not happen ". V.G. Aseev notes that the motivational system of a person has a very complex structure, that is, a "complex, multilevel system of incentives, including: needs, motives, interests, ideals, aspirations, attitudes, emotions, norms, values and etc. Such a structure of the motivated sphere determines the direction of the person's personality, which has a different character depending on which motives in terms of content and structure became dominant. " According to another scientist's opinion, "The motive is what the activities are carried out for. Objects of the external world, ideas, feelings and experiences can act as a motive. In a word, everything in which the need has been embodied. " Motivation in teaching is one of the foundations for successful mastery of the subject. This article examines the approaches of foreign specialists in the field of psychological and pedagogical aspects of teaching foreign languages. Motivation to learn English at a university is defined as a transitional concept, that is, it depends on both the students themselves and the teacher. The article is based on the proposition that motivation includes four elements: the reasons why students want to study, the strength of their desire to study the subject, the teacher's knowledge of the characteristics of their students, and the types of assignments and evaluation of what is required of them by the trainees. In the work the main emphasis is on ways of forming and maintaining ESP students' interest in English. Attention is given both to the psychological features of the teacher's work with the trainees and to the types of assignments that contribute to increasing the motivation of ESP students. A big role is played by such

factors as the enthusiasm and enthusiasm of the teacher with his subject, his ability to build trustful relations with ESP students, create an informal atmosphere in the classroom. The article presents some types of assignments based on audiovisual material and fiction. The most effective way to maintain motivation can be considered training, built around intrigue and problematic issues. The need for autonomy of ESP students in the educational process with the aim of developing the activity and independence of students is also substantiated. R.A. Gottlieb believes that "motivation is such a driving force that encourages a person to successfully learn a foreign language. However, too high a level of motivation causes unwanted (negative) emotions and contributes to poor student performance in this subject. It is necessary to find the golden mean that learning a foreign language would make him want to learn the language, the joy and pleasure of learning, the satisfaction with the results of his work. "the motive is considered as an internal motivation for learning activity, caused by the student's personal needs, his life position, upbringing in the family.

There are two types of motives: internal and external. Internal motives develop under the influence of the ESP student's own thoughts, aspirations, experiences, the emergence of certain needs, as a result of which there appears an awareness of inner necessity.

The vital components handing out to the formation of ESP learner' positive encourages for learning English are:

- understanding of the learning objectives;
- content of educational material;
- development of cognitive abilities of ESP students;
- Interest in the subject;
- professional orientation;
- emotional form of conducting classes by the teacher;
- the teacher's presentation of rather complex but interesting assignments that promote the development of ESP students' creative activity;
- Awareness of the importance of the knowledge gained;
- Assessment of knowledge;
- a great desire to learn English, without knowledge of which it is impossible to live in the modern world.

External motives are not related to the content of the educational material. These include:

- Debt, duty (ESP student must study this subject and pass the exam);
- Evaluation (the desire to collect as many points as possible for the module, per semester). However, one should take into a consideration not only the evaluate for the knowledge and ability of this or that educational material, however, the motivating position of the learner himself, which is very great, namely, the evaluation of the instructor (by sight, gesture, word);
- ESP student's assessment by the teacher. The tutor creates the stimulation of the ESP learner with his example, interest, brightness. The attitude toward the teacher automatically changes to the subject. The tutor should be a leader in the process of cognition, an authority in all spheres of communication with students. There is no stronger motivating tool than one's own positive example, the teacher's interest in the English language and the culture of the country of the studied language;
- Personal interest (finding a well-paid job in the company). Today, knowledge of the English language becomes a mandatory requirement not only for foreign but also for all employers. Fluency in foreign languages, along with good professional skills, will allow the specialist to get a decent job and achieve a successful career;
- The development of linguistic thinking - the development of the ability to think in

English, logical thinking, the ability to express their thoughts clearly, using all the expressive means of the language;

- use of English as a means of obtaining and exchanging information, using a computer and the Internet to gain knowledge in various fields of science and technology, using various programs to perform calculations, course projects and study assignments;

- learning English for career development - passing exams for CEFR certificates, IELTS with the purpose to find work abroad;

- studying the culture and history of the country of the studied language of ESP students;

- studying the language for the purpose of making tourist trips to communicate with other people,

- the desire to improve their knowledge by studying abroad;

- getting pleasure from studying foreign languages in order to communicate with peers from foreign countries;

- Improvement of speaking skills for participation in international conferences and meetings of ESP students;

- self-assertion (the student teaches the language to achieve a certain position in life);

- self-realization in life (the student wants to achieve great success during training, ie, to obtain excellent marks in examinations, to protect the diploma);

- social motive (the student is aware of the social importance of learning English).

All of the above strategies for the formation and maintenance of educational motivation of ESP students can open additional opportunities for a conscious approach to learning English at a university.

Students are encouraged to constantly improve their knowledge in learning English, create conditions for themselves, do not take long breaks, as they do not contribute to in-depth knowledge. Breaks can last for a long time, and sometimes will last forever. Internal motivation, which prevails over other motives, ensures successful educational activity, causes satisfaction with the learning process itself, with the results of one's work and acquired skills. Internal motives are associated with the content of the teaching material, the mastery of reading and writing skills in English. A communicative motive is one of the most necessary skills of any person to communicate in one language with other people. Therefore, the development of ESP students' communication skills, their preparation for life in society, is the main goal of teaching English for ESP students at the university. However, this is not only the goal of teaching, which is set by the university teachers, it determines the methods and techniques of teaching English in class.

Motivation, both intrinsic and extrinsic, is a key factor in the success of ESP students at all stages of their education, and teachers can play a pivotal role in providing and encouraging that motivation in ESP students. Even the best intentioned and educated teachers sometimes lack the skills to keep students on track, so whether you're a new teacher or a skilled one, try using these methods to motivate your ESP students and to encourage them to live up to their true potential. To sum up, it worth mentioning that the teacher's task is to teach students to communicate in English, creating certain situations that will help them in life and teach them to find the best solution. This requires improving the professional level of the teacher, continually improving the knowledge of his subject. Interest in the process of teaching a foreign language is based on internal motives that come from the most foreign-language activity. The educational and cognitive motive is material especially for ESP students .

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