



THE PROBLEM OF MOTIVATION AND BUILDING INTEREST AMONG JUNIOR SCHOOL LEARNERS

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Annotation: This article examines the problem of motivation and the development of interest among junior school learners. It highlights the importance of creating engaging and student-centered learning environments to enhance learners' intrinsic motivation. The study discusses various pedagogical strategies such as interactive methods, game-based learning, and the use of visual aids to foster curiosity and active participation. Special attention is given to the role of the teacher in supporting emotional engagement and maintaining a positive classroom atmosphere. The findings suggest that properly designed motivational techniques significantly improve academic performance and learner involvement.

Keywords: motivation, junior school learners, interest development, interactive methods, game-based learning.

Motivation plays a central role in overcoming barriers and limitations in the process of learning any language. It is also the primary source of self-confidence development in young learners. At the same time, motivation is one of the most difficult aspects to manage when teaching children. A classroom in which pupils are not genuinely interested in being present creates serious obstacles for effective instruction. Unlike adults, young learners usually have little choice about attending classes. Even if there is a partial element of choice, such as selecting English instead of another extracurricular subject, the final decision is rarely theirs. As a result, children often lack the sense of responsibility that adult learners feel toward their own learning.

When it comes to learning, adults usually know what they want to achieve, and that's what motivates them to keep going. But younger students often don't have clear goals, which can affect how engaged they are in class and how well they do. So, one of the most important things a teacher can do is help students stay motivated. The teacher needs to take an active role in keeping students interested in the subject. When students are motivated, they're easier to teach, more cooperative, and more likely to succeed. That's why teachers should create a positive and supportive environment that makes students feel comfortable, confident, and eager to participate. For example, when kids start learning English in first grade, they often make quick progress in understanding and speaking. Starting early helps them develop communication skills, even if



they're not perfect at grammar yet. In the long run, teaching English at a young age can lead to more people being bilingual, which is good for individuals and society as a whole. It can improve education and help people understand different cultures. According to Jeremy Harmer, a well-known expert in English language teaching, motivation can be divided into two main types. His book, "How to Teach English", published by Longman in 2007, explains this idea in more detail. By understanding what motivates students, teachers can create lessons that are more engaging and effective. This can help students stay motivated and achieve their goals, whether they're learning English or any other subject. In the classroom, teachers can use various techniques to motivate students, such as making lessons fun and interactive, providing feedback and encouragement, and helping students set achievable goals. By doing so, teachers can create a positive and supportive learning environment that fosters motivation, engagement, and success. Moreover, research has shown that motivated students tend to have better attendance, higher grades, and greater overall satisfaction with their learning experience. Therefore, it's essential for teachers to prioritize motivation and make it a core part of their teaching practice. By doing so, they can help students develop a love of learning that will last a lifetime. Ultimately, motivation is key to unlocking students' full potential, and teachers play a critical role in fostering and maintaining it. By creating a motivational atmosphere, providing engaging lessons, and supporting students' goals and aspirations, teachers can help students succeed and achieve their dreams.

So, when we talk about extrinsic motivation, we're looking at what drives someone to learn or take action because they want to get something out of it, like a reward, or avoid something they don't want, like punishment. This type of motivation is all about external factors that push someone to participate in a learning activity. For instance, think about doing homework just to get a good grade, or completing a task simply to please your teacher - that's extrinsic motivation at play. It's also worth noting that both integrative and instrumental motivations fall under this category, which means they're also driven by external factors rather than a genuine interest in the subject matter itself.

1. When students are motivated by external factors, like rewards or punishment, it can actually have a negative effect on their learning. This type of motivation, known as extrinsic motivation, means that students aren't really learning because they want to, but because they're driven by the promise of a reward or the fear of punishment. At first, this can seem to work - students might be really motivated to attend classes and achieve their goals if they think they'll get something in return. But the problem is, as soon as the rewards are taken away, or if they don't see any punishment, they quickly lose interest in



learning. They're not really invested in the subject matter itself, but rather in what they can get out of it. This can lead to a lack of genuine engagement and a shallow understanding of the material. In contrast, when students are motivated by their own desire to learn, they're much more likely to stay engaged and motivated, even when there are no external rewards or pressures. So, while extrinsic motivation might seem like a quick fix, it's not a sustainable or effective way to promote real learning.

2. Intrinsic motivation refers to learning itself having its own reward. It means the learners are willingly and voluntarily (not compulsorily) try to learn what they think it is worth or important for them. When students have intrinsic motivation, they have the internal desire to learn and they do not have the need for external outcomes. There are no negative impacts in having intrinsic motivation. In addition, intrinsic motivation pushes the student to learn without rewards, because the need is innate or come from inside or depends on their own will. Furthermore, teachers do not have many effects on students' intrinsic motivation because they are from different backgrounds and the only way to motivate students is to create a supportive and effective environment in the classroom. In essence, a teacher need to create a supportive classroom where students can feel comfortable. Also he needs to demonstrate that the teacher is in control and can run the classroom effectively, utilizing appropriate discipline techniques.

The nature of the teacher's own behavior in the classroom is going to be crucial if he is to be:

- a) an effective role model for young children
- b) able to establish an effective rapport and group dynamic
- c) enthusiastic and able to generate enthusiasm in students towards learning

Kids need something to keep them interested from the moment they walk into the classroom until they leave. This is because younger students, aged 3-11, don't really think about the future or set goals for themselves. They can't see how their English skills are improving over time. At this age, they focus on what's happening right now, so teachers need to make the current activity exciting and motivating. The motivation has to come from what we're doing in class at that very moment. To keep them engaged, we have to make sure every minute counts, from the start of the lesson to the end. If we can make the activities fun and interesting, they'll be more likely to stay motivated and want to learn. It's all about finding ways to make the learning process enjoyable and interactive, so they don't get bored or lose interest. By doing this, we can help them develop a love for learning that will stay with them as they grow older. The key is to make the lessons relevant and engaging, so they feel like they're



achieving something, even if it's just a small step. This will help build their confidence and keep them motivated to continue learning. As teachers, it's our job to create a positive and supportive learning environment that encourages kids to reach their full potential. By making the learning process fun and interactive, we can help them develop a strong foundation in English and set them up for success in the future.

It is crucial that teacher incorporate a fun element into lessons, so that learners at this level enjoy what they are doing. As Harmer said [Harmer J. 2007] When teaching young learners, it's essential to keep them engaged and active. They tend to enjoy being challenged, but only if it's within their ability range. If they're not having fun, they can quickly become demotivated and bored. To avoid this, teachers should try to break down the barriers that lead to demotivation. One way to do this is by preparing a variety of activities that are interesting, yet not too long. The key is to keep them engaged without overwhelming them. For instance, if you're planning a series of tasks, make sure they're not all the same - don't just have them draw all the time. If they start to dislike the method of learning, they might end up disliking the subject itself, which is something we want to avoid. By mixing things up and keeping it fun, we can help young learners stay motivated and excited about what they're doing.

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