

LEARNERS' MOTIVATION AND ATTITUDE TOWARDS ENGLISH AS A FOREIGN LANGUAGE**Nazarov Behzod Baxtiyarovich**

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Abstract: The complex dynamics of learners' motivation and attitudes toward English as a foreign language (EFL) are explored in this article. The key factors that determine the success of language learning are motivation and attitude, which affect students' perseverance, engagement, and general proficiency. Using socio-cultural viewpoints and theoretical frameworks like Self-Determination Theory, this study examines the complex relationship between motivation and attitude in an EFL setting. Examined are elements affecting learners' motivation and attitude, such as individual variances, sociocultural influences, and intrinsic and extrinsic motivations. Practical implications for curriculum developers and educators are also covered, with a focus on the significance of designing engaging learning environments that accommodate a range of learner needs and preferences.

Keywords: learners' motivation, attitude, English as a foreign language (EFL), self-determination theory, socio-cultural perspectives, language learning, individual differences, educational implications.

Introduction. Motivation and attitude are crucial factors in determining the experiences, accomplishments, and general success of language learners. These elements become even more significant when learning English as a foreign language (EFL) because English is widely used throughout the world as a lingua franca in a variety of fields, including business, technology, and education. Not only is it crucial for researchers and educators to comprehend the complex relationship between learners' motivation and attitude toward EFL, but it also has important ramifications for curriculum development, instructional strategies, and learner support systems. Learners' engagement, persistence, and willingness to put in effort to pick up a new language are all fueled by motivation. It includes a range of internal and external elements that affect people's motivation to become fluent in English speakers. Learners' motivations in the context of EFL can come from internal factors like a desire for self-improvement, a personal interest in the language, or curiosity about other cultures. Conversely, learners' engagement with English learning activities is also greatly influenced by extrinsic motivations, such as social pressure, academic requirements, and career advancement. As opposed to this, attitude describes how students feel, think, and perceive both the English language and the process of learning it. While negative attitudes toward EFL can result in demotivation, frustration, and disengagement, positive attitudes can encourage learners' enthusiasm, enjoyment, and sense of efficacy. Learners' attitudes toward English as a foreign language (EFL) can be significantly impacted by a variety of factors, including prior language learning experiences, cultural influences, peer and parental expectations, and societal attitudes toward English. Investigating the motivation and attitude of learners toward EFL requires examining the intricate interactions among personal traits, environmental influences, and pedagogical approaches. Research in this field aims to identify effective strategies for boosting

motivation and cultivating positive attitudes among learners, as well as the underlying mechanisms that support or undermine their engagement with learning the English language.

The Self-Determination Theory is one of the main theoretical frameworks that supports the research on motivation in language learning (SDT). According to SDT, relatedness, competence, and autonomy are the three fundamental psychological needs that have an impact on motivation. When it comes to EFL, learners are more likely to be motivated when they feel competent in their language abilities (competence), have a sense of control over their learning process (autonomy), and feel connected to and a part of a community of language learners or speakers (relatedness). Comprehending the ways in which these psychological requirements materialize in EFL classrooms can offer educators invaluable perspectives for creating engaging learning spaces and exercises.

Additionally, socio-cultural theories stress how social interactions, identity formation, and cultural norms shape learners' motivations and attitudes toward language acquisition. In social contexts where language use is intertwined with cultural norms and interpersonal relationships, language learners are not solitary individuals but rather engaged participants. Therefore, the sociocultural dynamics that affect language acquisition and identity development must be taken into account in any study looking into learners' attitudes toward English. It is also more difficult to comprehend motivation and attitude toward EFL due to individual variances in learners' motivational orientations, learning styles, and personality traits. Although certain students might flourish in intensely regimented and competitive learning settings, others might favor more independent and cooperative learning styles. Creating inclusive and successful language learning experiences requires an understanding of and willingness to accommodate these individual differences. The motivation and attitude of English language learners toward the language are complex constructs influenced by a wide range of internal and external factors. Teachers can create specialized interventions and instructional strategies to foster positive learning experiences and speed up language acquisition for English language learners everywhere by developing a deeper understanding of these factors and how they interact. Using theoretical frameworks, empirical research, and practical implications for language teaching and learning, this article hopes to explore different aspects of learners' motivation and attitude toward EFL.

Main Body. Theoretical Structures for Comprehending Attitude and Motivation toward EFL. Examining various theoretical frameworks that offer insights into the underlying mechanisms driving language learning is crucial to understanding learners' motivation and attitude toward English as a foreign language (EFL). The Self-Determination Theory (SDT) is one such framework that suggests people are driven to participate in activities that satisfy their basic psychological needs for relatedness, competence, and autonomy. When it comes to EFL instruction, relatedness is the feeling of kinship with other language learners or speakers, competence is the level of perceived English language proficiency, and autonomy is the learners' sense of control over their learning process. Through an analysis of the ways in which these psychological needs relate to students' experiences in EFL classes, teachers can modify their teaching strategies to improve motivation and cultivate favorable attitudes toward learning English.

EFL learners' motivation and attitude are influenced by various factors. Learners' engagement and persistence in EFL can be greatly impacted by intrinsic motivations, such as a sincere interest in the English language, curiosity about other cultures, or the enjoyment derived from language learning activities. On the other hand, extrinsic factors like the need for job promotion, academic obligations, or peer pressure also have a significant impact on how learners feel about English. Teachers can create learning experiences that cater to a variety of learner goals and preferences by having a thorough understanding of the interaction between intrinsic and extrinsic motivations.

Learners' attitudes and motivations toward EFL can be influenced by their cultural background and prior language learning experiences. Positive experiences can increase learners' confidence and zeal for language learning. Examples include successful language acquisition or meaningful interactions in English-speaking contexts. On the other hand, unfavorable experiences—like feeling inadequate or ashamed of one's language use—can cause demotivation and make one reluctant to participate in English learning activities. Furthermore, learners' attitudes and motivations towards EFL can be influenced by cultural attitudes towards English, including its perceived prestige, usefulness, and cultural significance.

The expectations of parents and peers also have a big impact on how learners feel about EFL. Learners' motivation and self-efficacy in learning English can be improved by supportive peers and family members. On the other hand, unfavorable comments or a lack of encouragement can make learners feel less confident and less excited about learning a language. In order to promote positive learning experiences, educators must acknowledge the impact that parental and peer expectations have on students' attitudes toward EFL and offer the necessary guidance and support.

Social-Cultural Dynamics in the Study of EFL. Learning a language is a social process that is influenced by cultural norms and social interactions rather than happening in a vacuum. Language is acquired by learners through meaningful interactions with teachers, peers, and native speakers of the language in addition to formal instruction. Therefore, promoting learners' motivation and attitude toward English requires providing opportunities for authentic communication and language use in EFL classrooms. As learners navigate their linguistic and cultural identities in multilingual contexts, language learning and the construction of cultural identities are intertwined. Teachers need to establish inclusive learning environments that affirm and celebrate linguistic diversity while also taking into account the diverse cultural backgrounds and identities of their students. Teachers can encourage positive attitudes toward EFL and make language learning easier for students from a variety of cultural backgrounds by encouraging cultural sensitivity and awareness.

Individual Variations in Learning Styles and Motivational Orientations. People have different motivational inclinations when it comes to learning a language. These include integrative motivations, which involve the desire to become part of the target language community, and instrumental motivations, which concentrate on reaching particular objectives. Teachers can better engage students in EFL learning by designing instructional strategies that align with their goals and aspirations by having a better understanding of the motivational orientations of their

students. Additionally, learners display a variety of learning preferences and styles, which affects how they approach language acquisition. While some students may do better in more autonomous, student-centered learning environments, others may flourish in more structured, teacher-centered learning environments. Teachers can create individualized learning experiences that meet the specific needs and preferences of each student by utilizing a variety of teaching methodologies and instructional strategies.

Applications to the Teaching and Learning of Languages. By adding interactive and communicative activities, real materials and resources, and chances for learner autonomy and choice, educators can design engaging learning environments. Teachers can cultivate positive attitudes toward EFL and increase students' motivation and engagement in language learning by creating a welcoming and inclusive classroom environment. Giving students the freedom and ability to control their own behavior will increase their motivation and sense of ownership over the learning process. Teachers can support students in creating personalized learning objectives, tracking their advancement, and thinking back on their educational experiences. Beyond the classroom, educators can support language acquisition by encouraging lifelong learning habits and a sense of agency and responsibility. The development of learners' motivation and attitude toward EFL depends on the establishment of positive teacher-student relationships based on trust, respect, and empathy. Teachers have the ability to show a sincere interest in the development of their students, offer helpful criticism and encouragement, and facilitate meaningful interactions and teamwork. Teachers can increase students' motivation and sense of efficacy in learning English by creating a community and sense of belonging in the EFL classroom.

In conclusion, a wide range of internal and external factors, such as individual differences, past experiences, cultural influences, socio-cultural dynamics, and intrinsic and extrinsic motivations, all have an impact on learners' motivation and attitude toward English as a foreign language. Teachers can develop successful teaching strategies, inspiring learning environments, and positive attitudes toward EFL in students by comprehending the intricate interactions between these elements and how they affect language learning and teaching. Ultimately, encouraging successful language acquisition and enabling students to become competent and self-assured English users in a variety of contexts depend on developing students' motivation and attitude toward EFL.

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