

MOTIVATION FACTORS IN LEARNING ENGLISH AT UNIVERSITY LEVEL

Sevara Shukhrat kizi Ismailova,

Teacher assistant, UZSWLU (Uzbekistan State World Languages University)

Tashkent, Uzbekistan,

sweet.star.sevara@gmail.com,

<https://orcid.org/0009-0000-5261-7588>

Annotatsiya. Mazkur maqolada oliy ta'lim muassasalarida ingliz tilini o'rganishda talabalar motivatsiyasiga ta'sir qiluvchi asosiy omillar o'rganiladi. Tadqiqot o'z-o'zini belgilash nazariyasi hamda L2 motivatsion tizimiga asoslanadi va ichki hamda tashqi motivatsiya turlari tahlil qilinadi. Tadqiqot metodologiyasi sifatida o'n ikkita ilmiy manba asosida sifatli-deskriptiv tahlil qo'llanildi. Natijalar shuni ko'rsatadiki, motivatsiya psixologik, pedagogik va ijtimoiy-madaniy omillar o'zaro ta'siri natijasida shakllanadi. Talaba avtonomiyasi, o'ziga ishonch, o'qituvchi qo'llab-quvvatlashi, o'quv muhiti va kasbiy maqsadlar motivatsiyaning asosiy determinantlari sifatida aniqlangan. Shuningdek, motivatsiyaning dinamik tabiati hamda uning o'quv jarayonidagi uzluksiz faollikni ta'minlashdagi roli yoritiladi. Tadqiqot natijalari oliy ta'limda ingliz tilini o'qitishda motivatsiyani oshirishga oid amaliy tavsiyalarni taklif etadi.

Kalit so'zlar: motivatsiya, ichki motivatsiya, tashqi motivatsiya, ingliz tili, talabalar, avtonomiya, EFL.

Аннотация. В данной статье исследуются ключевые факторы мотивации студентов при изучении английского языка в условиях высшего образования. Исследование основано на теории самоопределения и системе мотивации L2, рассматриваются внутренние и внешние аспекты мотивации. Методологическую основу составляет качественно-описательный анализ двенадцати научных источников. Результаты показывают, что мотивация формируется под влиянием сложного взаимодействия психологических, педагогических и социокультурных факторов. К числу основных факторов относятся автономия обучающихся, уверенность в своих силах, поддержка преподавателя, образовательная среда и профессиональные цели. Особое внимание уделяется динамическому характеру мотивации и её роли в обеспечении устойчивого обучения. В статье представлены практические рекомендации для повышения мотивации студентов.

Ключевые слова: мотивация, внутренняя мотивация, внешняя мотивация, английский язык, студенты, автономия, обучение.

Annotation. This study investigates the key motivational factors influencing university students' English language learning in higher education contexts. Drawing upon established theoretical frameworks such as Self-Determination Theory and the L2 Motivational Self System, the research examines both intrinsic and extrinsic dimensions of motivation. A qualitative-descriptive approach based on the analysis of twelve academic sources was employed. The findings demonstrate that motivation in language learning is shaped by a complex interaction of psychological, pedagogical, and socio-cultural factors, including learner autonomy, self-efficacy, teacher support, classroom environment, and future career aspirations. The study also emphasizes the dynamic nature of motivation and its critical role in sustaining long-term engagement in language learning. The article concludes with pedagogical implications aimed at enhancing motivation among university students.

Keywords: motivation, intrinsic motivation, extrinsic motivation, L2 learning, university students, autonomy, self-determination, EFL.

Introduction. Motivation has been consistently identified as one of the most significant factors influencing second language acquisition, particularly in higher education settings. While cognitive abilities and linguistic input are essential components

of language learning, they are insufficient on their own to ensure successful outcomes. Instead, affective variables, especially motivation, play a decisive role in shaping learners' engagement, persistence, and achievement (Gardner, 1985). In the context of university education, students often encounter various academic and psychological challenges, including increased workload, time constraints, and diverse proficiency levels, all of which may influence their motivation either positively or negatively. The concept of motivation in language learning has evolved considerably over time. Early research focused on integrative and instrumental motivation, emphasizing learners' attitudes toward the target language community and their practical goals (Gardner, 1985). However, more recent theoretical developments have introduced broader psychological perspectives. Self-Determination Theory (Deci & Ryan, 1985) distinguishes between intrinsic and extrinsic motivation, highlighting the importance of autonomy, competence, and relatedness. Similarly, Dörnyei's (2009) L2 Motivational Self System emphasizes the role of learners' future self-image in sustaining motivation. These theoretical frameworks suggest that motivation is a multidimensional and dynamic construct influenced by both internal dispositions and external conditions. Despite extensive research in this field, motivation remains complex and context-dependent, particularly in university environments where learners' goals and experiences vary significantly. Therefore, the present study aims to analyze the key motivational factors affecting English language learning among university students and to explore how these factors interact within the educational context.

Materials and methods. The present study employs a qualitative-descriptive research design based on a systematic analysis of twelve academic sources related to motivation in second language learning. The selected literature includes both foundational theoretical works and recent empirical studies in applied linguistics and educational psychology. This approach allows for a comprehensive examination of the major motivational constructs relevant to university-level English language learning. The analytical framework of the study is grounded in Self-Determination Theory (Deci & Ryan, 1985) and the L2 Motivational Self System (Dörnyei, 2009), which together provide a robust theoretical basis for understanding learner motivation. The analysis was conducted through thematic categorization, whereby recurring patterns and key factors were identified across the selected sources. These factors were then grouped into broader categories, such as intrinsic motivation, extrinsic motivation, and contextual influences. The methodological approach focuses on interpreting and synthesizing existing knowledge rather than collecting primary data. This enables the study to draw generalizable conclusions about motivation in university-level English language learning and to provide pedagogically relevant insights.

Results and discussion. The analysis of the selected literature reveals that motivation in university-level English language learning is influenced by a range of interrelated factors that can be broadly categorized into intrinsic, extrinsic, and contextual

dimensions. These factors do not operate independently but interact dynamically within the learning process. Intrinsic motivation emerges as a fundamental component of successful language learning. It is characterized by learners' internal interest, enjoyment, and personal satisfaction derived from engaging in the learning process. According to Deci and Ryan (1985), intrinsic motivation fosters deeper cognitive engagement and promotes long-term retention of knowledge. Students who are intrinsically motivated tend to demonstrate higher levels of curiosity, creativity, and persistence, which are essential for mastering a foreign language. In university settings, intrinsic motivation is often linked to learners' personal goals, intellectual interests, and sense of achievement.

Extrinsic motivation, on the other hand, is driven by external factors such as academic requirements, grades, and career prospects. Research indicates that university students frequently perceive English proficiency as a critical tool for achieving professional success, particularly in globalized labor markets (González Ardeo, 2016). While extrinsic motivation may initially drive learners to engage in language learning, its effectiveness depends on how it is internalized. When external goals are aligned with personal values, they can significantly enhance overall motivation. Another important factor influencing motivation is the L2 motivational self, which refers to learners' vision of themselves as competent users of the target language. Dörnyei (2009) argues that a well-defined ideal L2 self can serve as a powerful motivational force, guiding learners' efforts and sustaining their engagement over time. In this context, students who can imagine themselves successfully using English in future academic or professional settings are more likely to invest effort in learning. The role of teachers and the learning environment also plays a crucial role in shaping motivation. Supportive teachers who provide constructive feedback, create interactive learning opportunities, and foster a positive classroom atmosphere can significantly enhance student motivation (Dörnyei & Ushioda, 2011). Conversely, negative experiences in the classroom may reduce learners' confidence and interest. Socio-cultural factors further contribute to the complexity of motivation. Learners' attitudes toward English, societal expectations, and peer influence all affect their motivation. In many contexts, English is associated with globalization, academic mobility, and professional advancement, which increases its perceived value among students. Finally, motivation is not a static phenomenon but a dynamic process that evolves over time. Ushioda (2011) emphasizes that motivation should be understood as context-sensitive and subject to change based on learners' experiences and interactions. This dynamic nature highlights the need for continuous support and adaptation in teaching practices.

Conclusions. The findings of this study confirm that motivation is a multifaceted and dynamic factor in university-level English language learning. Both intrinsic and extrinsic motivations play essential roles, while contextual factors such as teacher support and learning environment significantly influence learners' engagement. The study

demonstrates that intrinsic motivation is particularly important for sustaining long-term learning, as it promotes deeper engagement and personal satisfaction. At the same time, extrinsic factors such as career aspirations and academic requirements provide necessary direction and purpose. The concept of the L2 motivational self further explains how learners' future-oriented goals can drive their efforts. Overall, enhancing student motivation requires a comprehensive approach that integrates psychological, pedagogical, and socio-cultural dimensions. Educators should focus on fostering learner autonomy, creating supportive learning environments, and connecting language learning with students' personal and professional goals. Such strategies can significantly improve the effectiveness of English language teaching in higher education.

Bibliography:

1. Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. Edward Arnold. <https://archive.org/details/socialpsychology0000gard>
2. Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511667343>
3. Dörnyei, Z. (2005). *The psychology of the language learner: Individual differences in second language acquisition*. Lawrence Erlbaum Associates. <https://doi.org/10.4324/9781410613349>
4. Dörnyei, Z. (2009). The L2 motivational self system. In Z. Dörnyei & E. Ushioda (Eds.), *Motivation, language identity and the L2 self* (pp. 9–42). Multilingual Matters. <https://doi.org/10.21832/9781847691293-003>
5. Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation* (2nd ed.). Pearson Education. <https://www.researchgate.net/publication/313588575>
6. Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. Springer. <https://doi.org/10.1007/978-1-4899-2271-7>
7. Noels, K. A., Pelletier, L. G., Clément, R., & Vallerand, R. J. (2000). Why are you learning a second language? Motivational orientations and self-determination theory. *Language Learning*, 50(1), 57–85. <https://doi.org/10.1111/0023-8333.00111>
8. Ushioda, E. (2011). Motivation: L2 learning as a special case? In S. Mercer, S. Ryan, & M. Williams (Eds.), *Psychology for language learning* (pp. 58–73). Palgrave Macmillan. https://doi.org/10.1057/9780230302679_5
9. MacIntyre, P. D., Dörnyei, Z., Clément, R., & Noels, K. A. (1998). Conceptualizing willingness to communicate in a second language. *The Modern Language Journal*, 82(4), 545–562. <https://doi.org/10.1111/j.1540-4781.1998.tb05543.x>
10. Ortega-Auquilla, D. (2025). Essential factors that motivate English language learning in higher education. *MEXTESOL Journal*, 49(1). https://www.mextesol.net/journal/index.php?page=journal&id_article=384495
11. González Ardeo, J. M. (2016). Learning motivation and strategies of ESP university students. *Revista de Lenguas para Fines Específicos*, 22(1), 141–169. <https://doi.org/10.20420/rlfe.2016.107>
12. Muñoz, M. L. R. (2024). Language learning among higher education students: A motivational perspective. *Research in Education and Learning Innovation Archives*, 32, 45–60. <https://doi.org/10.7203/realia.32.27546>