

20-May, 2026-yil

THE ROLE OF MOTIVATION IN LEARNING BASIC ENGLISH

Teacher of Kokand University, Andijan branch

Jaloldinov Islomiddin

Student of Kokand University, Andijan branch

Imomova Mubinaxon

Annotation: *This article discusses the role of motivation in learning Basic English and explains why motivation is especially important for elementary and beginner learners. Basic English gives students the first foundation for future communication, but the learning process may seem difficult when learners do not feel interest, confidence or personal purpose. The article describes simple motivational factors such as clear goals, positive classroom atmosphere, teacher support, success-oriented tasks, games, songs, pictures and real-life communication. It also highlights the teacher’s responsibility to make English lessons meaningful and encouraging for students. The article concludes that motivation is not only an emotional factor, but also a practical condition for successful language learning.*

Keywords: *motivation, Basic English, elementary learners, language learning, teacher support, classroom atmosphere, communication, confidence, active learning.*

INTRODUCTION

In modern education, English is one of the most necessary languages for communication, study, travel and professional development. Many learners begin their English learning journey at a basic or elementary level. At this stage, they learn simple words, short sentences, greetings, numbers, classroom language and everyday expressions. These first steps may look easy, but for beginners they are very important. If the first experience is interesting and positive, students usually continue learning with more confidence.

However, learning Basic English is not always simple. Beginners may forget new words, confuse grammar forms, feel shy when speaking or become afraid of making mistakes. Some learners think that English is difficult because pronunciation and spelling are different from their native language. In such situations, motivation becomes one of the most important factors in the learning process. A motivated learner tries again after making mistakes, listens carefully, participates in activities and believes that progress is possible.

Motivation is the inner or outer reason that makes a person act. In English learning, it helps students understand why they need the language and how they can use it in real life. Motivation can come from many sources: a good teacher, interesting tasks, useful topics, positive feedback, friendly classmates, personal dreams or future career plans. For basic learners, even small achievements can become a strong source of motivation.

The aim of this article is to explain the role of motivation in learning Basic English and to suggest simple ways of increasing students’ interest in elementary English classes.

20-May, 2026-yil

The article focuses on practical classroom situations and shows that motivation should be created step by step through regular, friendly and meaningful learning activities.

MAIN PART

Motivation is closely connected with students’ attitude toward learning. When learners are motivated, they do not see English only as a school subject. They begin to see it as a useful tool for communication. At the basic level, this is very important because students need to understand that even simple English phrases can help them speak about themselves, ask questions and understand others. For example, when a learner can say “My name is...”, “I am from...”, “I like...” or “Can you help me?”, he or she feels that English has a real purpose.

One of the first ways to motivate basic English learners is to set clear and realistic goals. A beginner should not be expected to speak fluently in a short time. Instead, the teacher can divide learning into small steps. Today students learn five classroom words; tomorrow they use them in instructions; next week they make short sentences. Such small goals are easier to achieve, and every achievement gives learners a feeling of progress. This feeling is very powerful because students begin to believe in their own ability.

Positive classroom atmosphere is another important motivational factor. Basic learners often feel nervous when they speak English in front of others. They may be afraid that classmates will laugh at their pronunciation or mistakes. For this reason, the teacher should create a safe and friendly environment where mistakes are treated as a natural part of learning. When students know that they will not be criticized harshly, they become more active. A warm smile, patient explanation and encouraging words can change the whole mood of the lesson.

Teacher support plays a central role in motivation. At the elementary level, students depend on the teacher not only for knowledge, but also for emotional guidance. The teacher should notice small improvements and praise learners honestly. Simple phrases such as “Good try”, “Much better”, “You remembered the word” or “Your pronunciation is improving” can make students feel valued. Praise should not be empty or exaggerated. It should be connected with real effort so that learners understand what they are doing well.

Interesting materials also increase motivation. Basic English lessons should not be limited to long explanations and mechanical exercises. Pictures, flashcards, real objects, short videos, songs, chants and simple dialogues can make the lesson more lively. When students see a picture of food, clothes, animals or classroom objects, it becomes easier for them to understand and remember new words. Visual support reduces stress because learners do not need to translate everything immediately.

Games are especially useful for motivating elementary learners. A game creates energy in the classroom and gives students a reason to use English. For example, vocabulary bingo, matching games, memory cards, guessing games and simple team competitions can help learners repeat words without feeling bored. Games should have a clear language aim. They are not only entertainment; they are a way of practicing English in a relaxed and active form. When learners enjoy the process, they repeat more and remember better.

20-May, 2026-yil

Songs and chants can also support motivation in Basic English learning. Many beginners like rhythm and repetition because they make words easier to remember. A short song about numbers, colors, days of the week or greetings can help students pronounce words naturally. Songs create a positive emotional connection with the language. Even shy learners may participate when the whole class sings together, because they do not feel alone. In this way, music helps reduce anxiety and builds confidence.

Motivation grows when lessons are connected with real life. Basic learners should practice English through situations that are familiar to them. They can introduce themselves, ask about names, talk about their family, describe their classroom, say what they like or tell the day of the week. These topics are simple, but they are meaningful. Students understand that English can be used outside the textbook. Real-life communication gives learners a practical reason to study.

Another useful technique is giving students some choice. Even small choices can increase motivation. For example, the teacher may ask students to choose between two pictures, select a partner, decide which word to draw or choose a short role-play situation. When learners feel that they have a small part in the lesson, they become more responsible and interested. Choice makes the learning process less passive and more personal.

Pair and group work can also motivate learners because it gives them more opportunities to speak. In teacher-centered lessons, only a few students may answer questions, while others remain silent. In pairs, all students can practice simple dialogues at the same time. For example, they can ask and answer: “What is your name?”, “How old are you?”, “What color is it?” or “What day is it today?” Such interaction helps learners overcome shyness and develop confidence through repeated practice.

A very important aspect of motivation is the feeling of success. If tasks are too difficult, beginners may quickly lose interest. If tasks are too easy, they may become bored. The teacher should choose activities that are challenging but possible. A good basic English task should allow most students to succeed with some support. For example, before asking students to speak freely, the teacher can provide useful phrases on the board. This support helps learners participate without fear.

Feedback should be given carefully. Correction is necessary, but too much correction can damage motivation. If a beginner is corrected after every word, he or she may stop speaking. The teacher should focus on important mistakes and correct them in a gentle way. Sometimes it is better to repeat the correct sentence naturally rather than interrupt the student. For example, if a learner says “He like football”, the teacher can respond, “Yes, he likes football. Good sentence.” In this way, the learner hears the correct form and still feels encouraged.

Motivation is also connected with regular repetition. Beginners need to meet the same words and structures many times before they can use them confidently. However, repetition should not be boring. The same vocabulary can be repeated through pictures, questions, games, dialogues and short writing tasks. When repetition is varied, students feel that they are doing different activities, but they are still strengthening the same language material.

20-May, 2026-yil

The teacher should also show students their progress. Many learners do not notice how much they have learned. A simple review at the end of the lesson can help them see improvement. The teacher may say, “Today you learned ten new words and made three sentences.” Students can also keep a small vocabulary notebook or learning diary. When they look back and see familiar words, they understand that their effort is producing results. This awareness motivates them to continue.

In Basic English classes, motivation should be practical, friendly and constant. It should be built in every lesson through clear aims, understandable tasks, positive relationships and meaningful practice. A good teacher helps learners feel that English is possible, useful and enjoyable. When this belief appears, even weak students can become more active and confident.

CONCLUSION

In conclusion, motivation plays a key role in learning Basic English. At the elementary level, students are only beginning to build their language foundation, and their first impressions are very important. If learners feel interested, supported and successful, they are more willing to participate in lessons and continue studying. Motivation helps students overcome fear, remember new material and use simple English in communication.

The most effective ways to increase motivation include clear goals, positive classroom atmosphere, teacher encouragement, interesting visual materials, games, songs, real-life tasks, pair work, careful feedback and regular review. These techniques do not require very complex resources, but they require thoughtful teaching. A motivated classroom is not created by entertainment alone; it is created when students understand the purpose of learning and feel that they can make progress.

Therefore, teachers of Basic English should pay attention not only to vocabulary, grammar and pronunciation, but also to learners’ emotions and confidence. Motivation is the energy that supports learning. When this energy is developed in a friendly and meaningful way, Basic English lessons become more effective, enjoyable and useful for students.

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20-May, 2026-yil

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