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## THE CONCEPT AND HISTORICAL DEVELOPMENT OF LINGUISTIC MOTIVATION

**Abstract:** This article analyzes the concept of linguistic motivation, its essence and history of development. Linguistic motivation is a concept that includes factors that affect the structure, lexicon and grammar of a language, which helps to study the evolution of language and how it is formed in a social context. The article first examines ambitious linguists and their theories of motivation, and then analyzes the changes in linguistic motivation in the context of different periods and cultures. It also provides information on the importance of linguistic motivation, its role in the language learning process, and its practical applications in linguistics using modern research and methodologies.

**Key words:** Linguistic motivation, language evolution, lexicon, grammar, social context, theories of motivation, culture and language, aspiring linguists, the influence of language structure, practical applications.

## INTRODUCTION

Linguistic motivation is an important concept that includes the incentives and motives of a person related to internal and external factors in the process of understanding, learning and using language and its structures. Language is not only a means of communication, but also a complex phenomenon closely related to the culture, history and social life of mankind. The concept of linguistic motivation, in turn, is widely studied in the fields of linguistics and psycholinguistics.

From the point of view of historical development, linguistic motivation has found its expression in many times and cultures. While early linguists and philologists paid attention to the issue of motivation in language learning, modern researchers are studying this concept in more depth. Linguistic motivation also plays an important role in the process of language learning, in the formation of lexical and grammatical structure, as well as in social relations.

This article examines the basic concepts of linguistic motivation, its historical development and significance in the context of modern research. The relationship between language and culture and the role of motivation in language learning are also analyzed. The article concludes with some thoughts on the importance and new directions of linguistic motivation for future research.

## METHODS AND ANALYSIS

The existing scientific literature, articles, books and dissertations on linguistic motivation and its historical development were studied. In this process, the main theories and ideas in the fields of linguistics, psycholinguistics, sociolinguistics and cultural studies were analyzed. A historical-analytical approach was used to study the historical development of linguistic motivation. Using this method, the relationship between language and motivation in different periods and cultures was examined, and what approaches existed in linguistics in a particular period were also analyzed.

## DISCUSSION

Currently, in linguodidactich, active methodological research is being conducted on effective methods of mastering the English language. In addition, the concept of "effective way" includes the concept of "fast way", since the accelerating pace of life in the 21st century does not allow a person to methodically learn English for several years, believing in an impossible result. in the future. Modern man urgently needs a result, already on the way. The result is understood on the way, of course, not fluency, but at least speaking in English on everyday topics in the simplest situations of social interaction. The same didactic methods and techniques can be effective in one situation and ineffective in another. .[1]

Given all this, it seems that only a didactic understanding of the problem of learning English is not enough. It is necessary to pay more attention to the factors that influence this process, but lie outside of linguodidactich. The most important of them are psychological, and in this article we will show their connection with purely methodological aspects.

Among the main psychological aspects of learning English, the most important are: motivation and interest in learning a language; language learning ability; the ratio of language and speech in learning; language barrier.

Motivation is a key factor in language learning. As in any activity, if a person does not want to do something or does it with force, he will not achieve high results. The result in language learning can only bring motivation to achieve success. Motivation to avoid failure can give a one-time result. For example, a student is afraid of failing an exam with a demanding English teacher. He will pass the exam, maybe not bad, but such local success will not have a long-term effect. The fact is that foreign language skills need to be gradually formed and developed, and then maintained throughout life, of course, this cannot be done by force. For people learning English, demand in the labor market is an important motivating factor. [2]

Indeed, in the context of economic globalization, there is an increase in trade and business relations between countries. This determines the rapid development of international companies all over the world, including in Russia. They are actively developing their business, expanding, opening new departments and representative offices, thereby creating new jobs. Working in such companies, as a rule, is more promising for a specialist both financially and in terms of career. At the same time, it imposes more requirements, among which, in addition to basic qualifications, is knowledge of the English language. Knowledge of the English language by employees is an important factor in the economic competitiveness of a company, that is, part of its intellectual capital. [3]

In this regard, when learning a language, one should initially have the attitude that English itself acts only as a means of receiving and transmitting this or that information. If a person is interested in the information he is working with (i.e., materials in English), he is also interested in the process of learning English. Here, the psychological component is closely related to the most important methodological component, that is, the content of teaching English, which should be selected in accordance with the interests and age characteristics of students in order to maintain a high level of motivation. [4]

Abilities are called the characteristics of a person with a psychological characteristic that determine the success of acquiring knowledge, skills and abilities, but they themselves are not reduced to their existence. In learning English, it is necessary to talk about linguistic knowledge and speech abilities in four types of speech activity: speaking, listening, writing, reading. [8] Psychology, while denying the similarity of abilities with knowledge, skills and habits, emphasizes their unity. Activity is necessary for the manifestation of abilities, which, in turn, cannot be realized without abilities. In the process of learning English, it can be clear whether a person has abilities or

not. English language abilities, like other areas of human activity, are interconnected with interest and motivation. The better a person does something, the more interesting it becomes, because he learns more and more new things and feels the practical benefit of the acquired skills. In the modern world, practical benefit is one of the main factors of motivation, and motivation also grows due to the desire to achieve better and better results, a person understands that he achieves a lot with relatively little effort. [6]

On the other hand, if the motivation to learn English does not come primarily from the language itself, but from some other external factors, then he can first of all develop language skills through regular and conscious practice.

Often, teachers, in order to increase the motivation of students, say that there are no people who do not know English, because if a person speaks Russian, this means that everything is fine with the brain processes responsible for speech, so he can certainly speak English.

In mastering English, abilities are an objective advantage, this advantage must be developed through constant practice, otherwise it will level out. Constant practice is the key to success from a purely methodological point of view. Indeed, all the rules of English grammar can be said in an hour. Even a few thousand words can be learned in a very short time, if you clearly set yourself such a task, but this is not just learning the language material once, but never forgetting it, and this is the most difficult thing. Even English language experts admit that if they do not practice for a month or two, they feel a little insecure, like an athlete who has lost his form. The principle "we only know what we remember" is more relevant to learning a foreign language than to other areas of human activity.

Lack of ability often serves as an excuse for a person who does not want to learn English. The objectively low level of complexity of this language at the initial stages of learning allows us to say that almost anyone can master it to one degree or another, unlike, for example, more complex oriental languages. It should be noted that the search for the most effective methods and approaches to teaching English should be aimed precisely at people with average abilities. It is necessary to ensure the development of these abilities in the learning process, since one of the goals of learning is development. A person who knows a foreign language, as a rule, easily masters it using any method, another thing is that the low quality of teaching (both the method and the work of the teacher himself) can kill interest in the language and reduce motivation to master it. [10]

## RESULTS

Linguistic motivation is the interest and desire of an individual to learn a language, based on internal and external factors. This concept is closely related to the goals, interests and social context of language learners. Research has shown that intrinsic motivation (personal interest and need) is more effective in the process of language learning. Extrinsic motivation (rewards, social status) is also important, but it often leads to short-term results. The concept of linguistic motivation has developed historically. While early research in the mid-20th century focused on the psychological foundations of motivation, modern approaches also take into account social and cultural factors. This process has increased the importance of multicultural approaches to language learning. Linguistic motivation is formed in a social and cultural context. In the process of language learning, an individual's social position, cultural heritage and other social factors are important determinants of motivation. It is necessary to develop pedagogical strategies to increase linguistic motivation. Teachers should organize lessons taking into account the needs and interests of language learners. This, in turn, helps to increase students' motivation. In general, the concept of linguistic motivation and its historical development indicate the need for further study in the fields of linguistics, psycholinguistics, and sociolinguistics. This understanding will help make the language learning process more effective and purposeful. Future research should focus on studying new approaches to



linguistic motivation and its effects in more depth.

## CONCLUSION

The historical development of linguistic motivation has been studied by many researchers, and various approaches, theories, and methodologies have been developed in this process. While early studies distinguished between intrinsic and extrinsic factors of motivation, modern approaches also take into account the social, cultural, and psychological contexts of motivation.

In conclusion, the concept of linguistic motivation and its historical development indicate the need for in-depth study in such fields as linguistics, psycholinguistics, and sociolinguistics. This understanding helps to make the language learning process more effective and purposeful. A deeper study of linguistic motivation will allow the development of pedagogical approaches that are more responsive to the needs and interests of language learners.

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