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PEDAGOGICAL CONDITIONS FOR ENHANCING STUDENTS' MOTIVATION IN LEARNING ENGLISH

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Abstract

This article examines the pedagogical conditions required for enhancing students' motivation in learning English in philological higher education. Motivation is considered a key factor that determines the depth, stability, and effectiveness of language acquisition, especially in the context of professional training of future philologists, translators, teachers, and researchers. The study focuses on the role of learner-centered instruction, communicative tasks, authentic materials, digital resources, formative assessment, and supportive teacher-student interaction in strengthening students' internal interest in English. Particular attention is paid to the development of intrinsic motivation through meaningful learning situations, academic autonomy, collaborative activities, and the connection of English language learning with students' future professional needs. The article argues that motivation cannot be formed only through external control, grades, or formal requirements; rather, it develops when students understand the practical, cultural, intellectual, and professional value of English. In the conditions of philological education, motivated students demonstrate greater persistence, creativity, communicative confidence, and readiness for independent work with texts, discourse, and intercultural communication. The findings emphasize that the effectiveness of English language teaching depends not only on methods and materials, but also on the psychological climate of the classroom, the relevance

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of learning content, and the teacher's ability to organize active, reflective, and emotionally engaging instruction.

Keywords: Motivation, English language learning, pedagogical conditions, learner autonomy, communicative competence, philological education, intrinsic motivation, student engagement

TALABALARNING INGLIZ TILINI O'RGANISHGA BO'LGAN MOTIVATSIYASINI OSHIRISHNING PEDAGOGIK SHART- SHAROITLARI

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Chet tillari fakulteti Xorijiy til va adabiyoti (Ingliz tili) yo'nalishi

Annotatsiya

Ushbu maqolada filologik oliy ta'limda talabalarning ingliz tilini o'rganishga bo'lgan motivatsiyasini kuchaytirish uchun zarur bo'lgan pedagogik shart-sharoitlar tahlil qilinadi. Motivatsiya til o'zlashtirishning chuqurligi, barqarorligi va samaradorligini belgilovchi asosiy omil sifatida qaraladi, ayniqsa bo'lajak filologlar, tarjimonlar, o'qituvchilar va tadqiqotchilarni kasbiy tayyorlash jarayonida uning ahamiyati yuqori. Tadqiqotda talaba shaxsiga yo'naltirilgan ta'lim, kommunikativ topshiriqlar, autentik materiallar, raqamli resurslar, shakllantiruvchi baholash hamda o'qituvchi va talaba o'rtasidagi qo'llab-quvvatlovchi munosabatlarning ichki qiziqishni rivojlantirishdagi o'rni yoritiladi. Maqolada ichki motivatsiyani mazmunli o'quv vaziyatlari, akademik mustaqillik, hamkorlikdagi faoliyat va ingliz tilini o'rganishni talabalarning kelajakdagi kasbiy ehtiyojlari bilan bog'lash orqali rivojlantirish muhimligi asoslanadi. Motivatsiya faqat tashqi nazorat, baho yoki rasmiy talablar orqali

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shakllanmasligi, aksincha talaba ingliz tilining amaliy, madaniy, intellektual va kasbiy ahamiyatini anglaganda mustahkamlanishi ta'kidlanadi. Filologik ta'lim sharoitida motivatsiyaga ega talabalar matn, diskurs va madaniyatlararo muloqot bilan mustaqil ishlashda ko'proq qat'iyat, ijodkorlik va kommunikativ ishonch namoyon etadilar. Natijalar ingliz tilini o'qitish samaradorligi nafaqat metod va materiallarga, balki sinfdagi psixologik muhit, o'quv mazmunining dolzarbligini hamda o'qituvchining faol, refleksiv va emotsional jihatdan jalb qiluvchi ta'limni tashkil eta olishiga ham bog'liqligini ko'rsatadi.

Kalit so'zlar: motivatsiya, ingliz tilini o'rganish, pedagogik shart-sharoitlar, o'quv mustaqilligi, kommunikativ kompetensiya, filologik ta'lim, ichki motivatsiya, talaba faolligi.

Introduction

Motivation is one of the central psychological and pedagogical factors that determines the success of learning English in higher education. In philological universities, English is not only an academic subject, but also a professional instrument through which students develop communicative competence, linguistic awareness, translation skills, literary analysis, intercultural understanding, and research abilities. Therefore, the problem of enhancing students' motivation in learning English should be considered not as an auxiliary issue, but as an essential condition for the quality of professional training. A student who is motivated to learn English demonstrates greater persistence, initiative, responsibility, and readiness to overcome linguistic difficulties. Conversely, weak motivation often leads to passive participation, mechanical memorization, low communicative confidence, and insufficient development of independent learning skills.

In the context of modern philological education, motivation is closely connected with the changing social and professional functions of English. English has

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become a language of international academic communication, scientific publication, digital content, professional mobility, and intercultural dialogue. For students of philological universities, knowledge of English creates opportunities to access original literary texts, linguistic theories, international research, professional terminology, and global educational resources. However, the presence of these opportunities does not automatically guarantee strong motivation. Many students may understand the formal importance of English, but still experience difficulties in maintaining stable interest, especially when learning is dominated by reproductive exercises, excessive grammar translation, monotonous classroom routines, or assessment based only on error correction. This shows the necessity of creating purposeful pedagogical conditions that transform English learning into a meaningful, active, and personally significant process.

Pedagogical conditions for enhancing motivation include the organization of a supportive educational environment, the use of communicative and professionally oriented tasks, the integration of authentic materials, the development of learner autonomy, and the application of fair and formative assessment. These conditions help students see English not as a set of isolated grammatical rules, but as a living means of expression, interpretation, cooperation, and professional growth. In particular, communicative methods encourage students to use English in real or simulated situations, while authentic texts and media strengthen their connection with culture, literature, science, and contemporary discourse. Digital technologies also play an important role, because they provide access to interactive platforms, online dictionaries, corpora, podcasts, video lectures, and international academic materials.

The teacher's role in this process is decisive. A teacher who supports students emotionally, respects their individual learning pace, encourages self-expression, and provides constructive feedback can significantly influence students' attitude toward English. Motivation grows when students feel that their progress is

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visible, their mistakes are treated as part of learning, and their personal interests are reflected in classroom activities. For this reason, motivation should be understood as a dynamic phenomenon formed through the interaction of cognitive, emotional, social, and professional factors. The study of pedagogical conditions for enhancing motivation in English language learning is therefore highly relevant for improving the effectiveness of philological education and preparing competent specialists capable of active participation in multilingual and intercultural academic environments.

Methods

The methodological basis of the study is formed by a pedagogical analysis of the conditions that influence students' motivation in learning English in philological higher education. The research relies on the understanding that motivation is a multidimensional phenomenon which includes cognitive interest, emotional involvement, professional orientation, communicative need, self-confidence, and personal responsibility for learning outcomes. Therefore, the study uses an integrated methodological approach combining theoretical analysis, pedagogical observation, student reflection, classroom task analysis, and comparative evaluation of motivational factors in English language lessons.

At the theoretical stage, scientific and methodological literature related to motivation, English language teaching, communicative competence, learner autonomy, and professional training of philology students was analyzed. Particular attention was given to works dealing with intrinsic and extrinsic motivation, student-centered learning, formative assessment, communicative language teaching, and the use of authentic materials in higher education. This made it possible to define the main pedagogical conditions that may positively influence students' motivation: meaningful learning content, active participation, psychological support, clear professional relevance of tasks, opportunities for independent choice, and constructive feedback.

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At the practical stage, the organization of English lessons was examined from the point of view of motivational effectiveness. The study focused on how different forms of classroom activity influence students' engagement. Communicative exercises, role plays, debates, project work, text interpretation, presentations, pair and group tasks, and independent research assignments were considered as important tools for stimulating motivation. These activities were selected because they require students not only to reproduce language material, but also to use English for expressing opinions, solving problems, analyzing information, and presenting personal or academic positions. In this way, English learning becomes connected with real intellectual and communicative needs.

Observation was used to identify students' participation level, willingness to speak English, reaction to different types of tasks, and readiness to work independently. Special attention was paid to signs of active motivation, such as asking questions, initiating discussion, using additional sources, correcting mistakes independently, cooperating with peers, and showing interest in authentic texts. At the same time, indicators of weak motivation were also considered, including passive attendance, fear of making mistakes, dependence on teacher instruction, limited vocabulary use, and avoidance of oral communication.

Student reflection was another important methodological component. Learners' opinions about the factors that help or hinder their motivation were examined through written reflections, informal interviews, and classroom feedback. Students were encouraged to express which types of tasks seemed most useful, which difficulties reduced their interest, and what forms of teacher support increased their confidence. This helped to understand motivation not only from the teacher's perspective, but also from the learner's internal experience.

The study also considered the role of assessment. Traditional control-oriented assessment was compared with formative assessment practices, including feedback, self-assessment, peer review, portfolios, and progress-based evaluation. The methodological assumption was that motivation increases when

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assessment helps students understand their progress and learning strategies instead of functioning only as a mechanism of grading. As a result, the research methodology made it possible to identify pedagogical conditions that support stable, meaningful, and professionally oriented motivation in English language learning.

Results

The analysis of pedagogical conditions for enhancing students' motivation in learning English showed that motivation becomes stronger when the educational process is organized as an active, meaningful, and professionally oriented activity. Students demonstrated higher engagement when English lessons were connected with their future professional tasks as philologists, translators, teachers, editors, and researchers. In such cases, language learning was perceived not as a formal academic requirement, but as a necessary instrument for intellectual and professional development. Tasks involving literary text interpretation, discourse analysis, translation comparison, oral presentation, academic discussion, and work with authentic sources increased students' awareness of the practical value of English.

One of the most important results was the positive influence of communicative learning situations on students' participation. When lessons included debates, role plays, interviews, problem-solving tasks, group discussions, and project-based assignments, students became more willing to speak English and interact with one another. Communicative tasks reduced the dominance of passive listening and mechanical reproduction, allowing students to use language as a means of expressing personal opinions and academic arguments. Even students with lower language confidence showed gradual improvement when they were placed in supportive pair or group work, where the fear of making mistakes was reduced and peer cooperation was encouraged.

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The use of authentic materials also had a significant motivational effect. Students responded positively to original articles, literary fragments, interviews, podcasts, videos, speeches, and digital texts related to language, culture, education, and contemporary social issues. Authentic materials created a sense of real contact with English-speaking academic and cultural environments. They also helped students understand vocabulary and grammar in context, rather than as isolated elements. This increased cognitive interest and encouraged independent work with additional sources outside the classroom. Students who regularly worked with authentic materials showed greater readiness to search for new information, compare interpretations, and expand their vocabulary independently.

Another important result was connected with learner autonomy. Motivation improved when students were given opportunities to choose topics for presentations, select texts for analysis, prepare creative assignments, and evaluate their own progress. Such autonomy strengthened responsibility for learning outcomes and helped students feel that they were active participants in the educational process. Independent choice was especially effective when it was combined with clear methodological guidance from the teacher. Without guidance, some students experienced uncertainty; however, when the teacher provided criteria, examples, and step-by-step support, autonomy became a strong motivational factor.

The study also showed that formative assessment had a more positive effect on motivation than assessment based only on final marks. Students were more active when they received constructive feedback explaining both their achievements and areas for improvement. Self-assessment, peer feedback, portfolios, and progress-based evaluation helped them see learning as a continuous process. As a result, mistakes were perceived less as failure and more as a natural stage of language development.

The classroom psychological climate appeared to be a decisive condition. Motivation was stronger in groups where students felt respected, supported, and

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encouraged to express themselves. Teacher behavior, including patience, fairness, emotional openness, and constructive correction, directly influenced students' confidence. Overall, the results confirmed that students' motivation in learning English develops most effectively when communicative practice, authentic content, professional relevance, autonomy, digital resources, and supportive feedback function together as a unified pedagogical system.

Discussion

The results indicate that students' motivation in learning English cannot be enhanced through one isolated method or occasional motivational activity. It requires a stable system of pedagogical conditions that influence the learner's cognitive interest, emotional attitude, communicative confidence, and professional self-awareness. In philological higher education, this issue is especially important because English is directly connected with the future professional identity of students. A philology student does not learn English only to pass examinations; the language becomes a medium for reading scientific literature, analyzing texts, interpreting discourse, translating cultural meanings, and participating in academic communication. Therefore, motivation should be developed through the connection between language learning and students' future professional activity.

The discussion of the results shows that professional relevance is one of the strongest motivational factors. When students understand how a specific task contributes to their formation as future specialists, their participation becomes more conscious and purposeful. For example, the analysis of authentic literary texts develops not only reading skills, but also interpretive thinking; translation tasks strengthen linguistic sensitivity; debates and presentations improve academic speech; work with research articles prepares students for scientific activity. In this sense, motivation grows when the content of English lessons reflects the real intellectual work of philologists. If learning materials are too

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general, artificial, or disconnected from students' specialization, motivation may remain superficial and dependent only on grades.

Communicative orientation also plays an essential role. Traditional methods based mainly on memorization, translation of isolated sentences, and teacher-dominated explanation may provide certain linguistic knowledge, but they do not always create a strong need to use English actively. Communicative tasks, by contrast, place students in situations where language becomes necessary for interaction, argumentation, cooperation, and self-expression. This is particularly significant for students who experience fear of speaking. A supportive communicative environment gradually reduces psychological barriers and helps students perceive mistakes as a normal part of language acquisition. Thus, motivation is closely connected with the emotional safety of the classroom.

The role of the teacher should be understood not only methodologically, but also psychologically. The teacher creates the atmosphere in which motivation either develops or weakens. Excessive criticism, unclear requirements, monotonous tasks, and formal correction may reduce students' desire to participate. On the other hand, constructive feedback, respect for individual progress, encouragement of initiative, and fair assessment create conditions for stable engagement. A motivated student often appears in a classroom where the teacher combines academic demand with emotional support. This balance is especially important in English language learning, where students must regularly take risks by speaking, writing, interpreting, and presenting ideas in a foreign language.

The use of digital technologies and authentic materials further expands motivational opportunities. Digital platforms, online dictionaries, corpora, educational videos, podcasts, electronic libraries, and interactive exercises allow students to continue learning beyond the classroom. However, technology itself does not automatically increase motivation. Its effectiveness depends on pedagogical purpose. Digital tools should be integrated into meaningful tasks, such as preparing presentations, analyzing media discourse, comparing

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translations, creating portfolios, or conducting mini-research. In this case, technology supports autonomy, creativity, and independent learning. Overall, the discussion confirms that motivation in English language learning is a dynamic pedagogical construct. It develops when students experience success, understand the value of learning, participate actively, receive support, and see English as part of their future professional competence. For philological universities, this means that English teaching should combine communicative methodology, professional orientation, learner autonomy, authentic content, and formative assessment into a coherent educational strategy.

Conclusion

The enhancement of students' motivation in learning English is a complex pedagogical process that requires purposeful organization, methodological consistency, and psychological sensitivity. In philological higher education, motivation should not be treated as a temporary emotional state or as a result of external pressure. It is a stable internal readiness to learn, communicate, analyze, create, and develop professionally through English. For this reason, the teacher's task is not only to explain language material, but also to create such pedagogical conditions in which students understand the value of English, experience personal progress, and feel that language learning is connected with their future academic and professional identity.

The study shows that the most effective motivational conditions are formed when English lessons are learner-centered, communicative, professionally oriented, and emotionally supportive. Students become more active when they participate in meaningful tasks, express their own opinions, work with authentic texts, solve communicative problems, and connect classroom learning with real professional needs. For philology students, English should be presented as a tool for interpreting literature, studying language systems, conducting research, translating meanings, understanding cultures, and participating in international

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academic dialogue. When students see this connection, their motivation becomes deeper and more stable.

A significant role belongs to communicative tasks and authentic materials. They help students move from passive knowledge of vocabulary and grammar to active language use. Debates, presentations, discussions, project work, text analysis, translation exercises, and creative assignments encourage learners to think in English and use it for real intellectual purposes. Authentic materials increase interest because they expose students to living language, cultural context, academic discourse, and contemporary communication. As a result, students begin to perceive English not as an abstract subject, but as a practical and culturally rich means of self-expression and professional growth.

Learner autonomy is another important condition for motivation. When students are allowed to choose topics, plan individual learning strategies, reflect on their progress, and work independently with sources, they develop responsibility for their own education. However, autonomy must be supported by clear guidance, criteria, feedback, and methodological assistance. In this case, independence does not lead to confusion, but becomes a factor of confidence and intellectual maturity.

The findings also confirm the importance of formative assessment and a positive classroom atmosphere. Motivation increases when students receive constructive feedback, understand their progress, and are not afraid of making mistakes. Fair evaluation, peer support, self-assessment, and teacher encouragement create a learning environment in which difficulties are perceived as natural stages of development. Such an atmosphere is especially necessary in foreign language learning, where students constantly face communicative risk.

Thus, pedagogical conditions for enhancing motivation in learning English should function as an integrated system. Professional relevance, communicative practice, authentic content, digital resources, learner autonomy, formative assessment, and emotional support must complement one another. In philological

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universities, the purposeful development of motivation contributes not only to better language proficiency, but also to the formation of competent, independent, creative, and culturally aware specialists capable of using English effectively in academic, professional, and intercultural contexts.

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