



MIRZO ULUG'BEK NOMIDAGI
O'ZBEKISTON MILLIY UNIVERSITETI
JIZZAX FILIALI



**KOMPYUTER IMLARI VA
MUHANDISLIK TEXNOLOGIYALARI
XALQARO ILMIY-TEXNIK
ANJUMAN MATERIALLARI
TO'PLAMI
1-QISM**



26-27-SENTABR
2025-YIL



**O'ZBEKISTON RESPUBLIKASI OLIY TA'LIM, FAN VA
INNOVATSIYALAR VAZIRLIGI**

**MIRZO ULUG'BEK NOMIDAGI O'ZBEKISTON MILLIY
UNIVERSITETINING JIZZAX FILIALI**



**KOMPYUTER IMLARI VA MUHANDISLIK
TEXNOLOGIYALARI**

*mavzusidagi Xalqaro ilmiy-texnik anjuman materiallari
to'plami
(2025-yil 26-27-sentabr)
1-QISM*

JIZZAX-2025

Kompyuter ilmlari va muhandislik texnologiyalari. Xalqaro ilmiy-texnik anjuman materiallari to‘plami – Jizzax: O‘zMU Jizzax filiali, 2025-yil 26-27-sentabr. 355-bet.

Xalqaro miqyosidagi ilmiy-texnik anjuman materiallarida zamonaviy kompyuter ilmlari va muhandislik texnologiyalari sohasidagi innovatsion tadqiqotlar aks etgan.

Globallashuv sharoitida davlatimizni yanada barqaror va jadal sur’atlar bilan rivojlantirish bo‘yicha amalga oshirilayotgan islohotlar samarasini yaxshilash sohasidagi ilmiy-tadqiqot ishlariga alohida e’tibor qaratilgan. Zero iqtisodiyotning, ijtimoiy sohalarni qamrab olgan modernizatsiya jarayonlari, hayotning barcha sohalarini liberallashtirishni talab qilmoqda.

Ushbu ilmiy ma’ruza tezislari to‘plamida mamlakatimiz va xorijlik turli yo‘nalishlarda faoliyat olib borayotgan mutaxassislar, olimlar, professor-o‘qituvchilar, ilmiy tadqiqot institutlari va markazlarining ilmiy xodimlari, tadqiqotchilar, magistr va talabalarning ilmiy-tadqiqot ishlari natijalari mujassamlashgan.

Mas’ul muharrirlar: DSc.prof. Turakulov O.X., t.f.n., dots. Baboyev A.M.

Tahrir hay’ati a’zolari: p.f.d.(DSc), prof. Turakulov O.X., t.f.n., dots. Baboyev A.M., t.f.f.d.(PhD), prof. Abduraxmanov R.A., p.f.f.d.(PhD) Eshankulov B.S., p.f.n., dots. Alimov N.N., p.f.f.d.(PhD), dots. Alibayev S.X., t.f.f.d.(PhD), dots. Abdumalikov A.A, p.f.f.d.(PhD) Hafizov E.A., f.f.f.d.(PhD), dots. Sindorov L.K., t.f.f.d.(PhD), dots. Nasirov B.U., b.f.f.d. (PhD) O‘ralov A.I., p.f.n., dots. Aliqulov S.T., t.f.f.d.(PhD) Kuvandikov J.T., i.f.n., dots. Tsot M.P., Sharipova S.F., Jo‘rayev M.M.

Mazkur to‘plamga kiritilgan ma’ruza tezislarining mazmuni, undagi statistik ma’lumotlar va me’yoriy hujjatlarning to‘g‘riligi hamda tanqidiy fikr-mulohazalar, keltirilgan takliflarga mualliflarning o‘zlari mas’uldirlar.

Insonga yordamchi SI — inson aqlini qo‘llab-quvvatlaydi, qaror qabul qilishda, tibbiyotda, ta’limda va boshqa sohalarda samaradorlikni oshiradi.

Insonni almashtiruvchi SI — insonning ayrim vazifalarini to‘liq bajara boshlaydi va bu insoniylikning mohiyati, ma’naviy qimmati va jamiyatdagi rolini qayta ko‘rib chiqishga majbur etadi.

Sun’iy intellekt — bu faqat texnik dastur yoki algoritmlar yig‘indisi emas, balki inson aql-zakovati va falsafiy tafakkurning yangi bosqichidir. U inson hayotini yengillashtirish bilan birga axloqiy va ma’naviy mas’uliyat masalalarini ham kuchaytiradi. Shuning uchun SI ni rivojlantirish jarayonida faqat texnik muvaffaqiyatlarni emas, balki falsafiy va axloqiy oqibatlarni ham hisobga olish zarur. Demak, kelajak taraqqiyoti uchun SI va falsafiy-ma’naviy qadriyatlar uyg‘unligi asosiy shart hisoblanadi.

Foydalanilgan adabiyotlar:

1. Quronov Sh. (2021). Falsafa: asosiy tushunchalar va yo‘nalishlar. Toshkent: “Fan va texnologiya”.
2. Abdullayev A. (2020). Sun’iy intellekt va ma’naviyat muammolari. Toshkent: “Yangi asr avlodи”.
3. Mirzayev I. (2019). “Inson va texnologiya uyg‘unligi” // Falsafa va hayot, №3, 45-52-b.
4. Chernishev A. (2022). Filosofiya iskusstvennogo intellekta. Moskva: Nauka.
5. Ilin V. (2019). Etika sifrovoy epoxi. Sankt-Peterburg: Piter.
6. Bostrom, N. (2014). Superintelligence: Paths, Dangers, Strategies. Oxford University Press.
7. Müller, V. C. (2025). Philosophy of AI: A Structured Overview. In: The Cambridge Handbook of the Law, Ethics and Policy of Artificial Intelligence. Cambridge University Press.

THE ROLE OF MOTIVATION IN LEARNING ENGLISH AS A FOREIGN LANGUAGE

Tugalov Ismat Xatamovich

O‘zbekiston Milliy universitetning Jizzax filiali

Hotamova Jasmina Bobir qizi

O‘zbekiston Milliy universitetning Jizzax filiali talabasi

jasminahotamova8@gmail.com

Annotation: This paper explores the importance of motivation in learning a foreign language. Motivation can be categorized into intrinsic and extrinsic factors, both of which significantly influence learners’ engagement and progress. Intrinsic motivation is driven by personal interest and self-development, while extrinsic motivation is linked to external goals such as exams, jobs, or study opportunities. Teachers play a crucial role in sustaining motivation by applying interactive methods, recognizing students’ achievements, and using modern technologies. The study

concludes that motivation is the cornerstone of effective foreign language learning, and educators should actively foster it to achieve better outcomes.

Keywords: Motivation, English as a foreign language, intrinsic motivation, extrinsic motivation, integrative motivation, instrumental motivation, cultural motivation, peer influence, teacher's role, technology in education, language learning strategies, persistence, communication skills, student engagement, learning challenges, educational psychology, self-development, interactive methods, AI tools, global opportunities, 2025 trends.

Motivation is one of the most powerful forces in education because it provides learners with the energy and determination to begin, continue, and succeed in their studies. Without motivation, even the most talented students may give up when they face difficulties, and even the best teachers cannot achieve positive results. In 2025, the demand for English has become stronger than ever before due to globalization, international business, study-abroad programs, and digital communication. For example, many young people today want to work remotely for global companies such as Google, Amazon, or Microsoft. These opportunities are only possible with strong English skills, and motivation is the key that drives learners to reach this goal.

Motivation can be divided into two main types: **intrinsic** and **extrinsic**.

Intrinsic motivation comes from the learner's personal interest, curiosity, or desire for self-growth. For instance, in 2025, many teenagers learn English because they enjoy watching YouTube videos, Tik Tok content, or Netflix series in the original language. Others study because they love international music, such as Taylor Swift's songs or K-pop lyrics, and they want to understand the words without translation. A motivated learner may also study English to make friends with people from different countries through online platforms like Discord or gaming communities. These examples show how intrinsic motivation is linked to enjoyment, curiosity, and self-improvement.

Extrinsic motivation, on the other hand, comes from outside rewards or pressures. Many students in Uzbekistan and other countries study English to pass IELTS or TOEFL exams, which are necessary for studying abroad or winning scholarships. In 2025, universities around the world continue to require strong English skills for admission, which makes exam preparation a strong source of extrinsic motivation. Similarly, professionals often study English to secure jobs in international companies or to earn higher salaries. For example, an engineer in Tashkent might take evening English courses to qualify for a remote IT position with a company in Germany.

Both types of motivation are important, and in most cases, students experience a mix of them. A learner may start with extrinsic motivation such as preparing for an exam but later develop intrinsic interest after discovering the joy of reading novels or traveling abroad.

The Impact of Motivation on Language Learning: Motivation shapes almost every aspect of the learning process, from study habits to confidence in communication.

Consistency in practice: Motivated learners practice English regularly. For example, a student who is preparing for a scholarship program in 2025 may create a daily routine that includes reading articles on BBC News, practicing speaking on apps like Cambly, and writing short essays. This consistency leads to faster progress compared to learners who only study right before exams.

Persistence in overcoming difficulties: Learning English often includes challenges, such as complicated grammar rules, pronunciation differences, or fear of speaking. Motivated learners are more likely to keep going despite these struggles. For instance, a motivated student who fails the IELTS once will try again, improving weak areas instead of quitting.

Creativity and independence: Strong motivation often encourages learners to find creative ways of studying. In 2025, many young people use artificial intelligence tools like Chat GPT to practice conversations, improve writing, or receive feedback. This shows independence and a willingness to explore beyond the classroom.

Willingness to communicate: One of the biggest fears in foreign language learning is speaking in front of others. Motivated learners are usually more confident to take risks. For example, an Uzbek student attending an international conference in Dubai may still make grammar mistakes but will confidently present their ideas in English because of strong motivation.

Cultural Motivation: Learning English opens access to global culture—literature, sports, and international experiences. Students are motivated by cultural curiosity and adapting to new environments abroad.

Peer Influence: Friends and classmates affect motivation. Group activities, online clubs, and friendly competition encourage consistent learning and engagement.

Technology: In 2025, online resources, AI tools, apps like Duolingo, and social media motivate learners. Technology makes learning interactive, personalized, and relevant.

Challenges: Motivation can decrease due to stress, exam pressure, or busy schedules. Teachers and parents should support learners through encouragement, realistic goals, and positive feedback.

Teacher's Role: Teachers enhance motivation by using **interactive methods**, **recognizing achievements**, and **integrating technology**. Activities like debates, quizzes, and AI-supported exercises make learning engaging.

Conclusion:

Motivation is a central factor in successful English language learning. It affects how much effort students put into studying, how long they continue practicing, and how confident they feel when using English in real situations. Both intrinsic and extrinsic motivations are necessary, but teachers should focus especially on developing students' intrinsic motivation, as it brings long-term benefits and genuine interest in communication. In 2025, with the rise of online learning, international career opportunities, and global communication, motivation has become more important than ever. Learners who are motivated can use modern resources—such as AI tools, social media, and digital platforms—to improve their skills quickly and effectively. Teachers should therefore design lessons that are interactive, supportive, and technologically enriched, ensuring that students stay engaged and inspired. Motivation is not simply an

additional factor but the very foundation of learning English as a foreign language. Without it, progress is slow and limited. With it, learners can open doors to education, travel, work, and cultural understanding on a global scale. can you brief

References:

1. Zhang, F., & Xu, H. (2025). Exploring foreign language learners' cognitive motivation in the learning process and subsequent language use. *Humanities and Social Sciences Communications*, 12(1), 1295.
2. Wang, C. (2022). Understanding the importance of motivational intensity in learning English as a foreign language.
3. Putri, S. A. (2024). *Students' motivation in learning English as a foreign language: A case study of senior high school students in Jakarta, Indonesia*. In *Proceedings of the 4th International Conference ILANNS 2018* (pp. 377–393).
4. Song, W., & Su, G. (2025). *The impact of motivation, emotion, and attitude on foreign language learning and its implications for college English teaching*. *Asian Journal of Education and Social Studies*, 51(4).
5. Khatamovich T. I. Improving of artistic talents on students with the use of projective-research knowledge, skills and abilities //Current research journal of pedagogics. – 2022. – Т. 3. – №. 02. – С. 97-102.
6. Тугалов И. Роль чтения художественной литературы в процессе воспитания //Science and Education. – 2021. – Т. 2. – №. 6. – С. 657-659.
7. Khatomovoich T. I. Aesthetic Education as an Important Factor of Spiritual Development //Texas Journal of Philology, Culture and History. – 2022. – Т. 6. – С. 10-12.
8. Тугалов И. Бадий талқин ёрдамида психологик таҳлил //Современные инновационные исследования актуальные проблемы и развитие тенденций: решения и перспективы. – 2022. – Т. 1. – №. 1. – С. 493-495.
9. Xatamovich T. I. Formation Of Readers' Reception in The Process of Studying Modern Foreign Literature //Eurasian Journal of Learning and Academic Teaching. – 2022. – Т. 5. – С. 59-62.
10. Hatamovich T. I. APPLICATION OF MODERN INFORMATION TECHNOLOGIES OF LEARNING IN CONDITIONS OF TRANSFORMATION OF MODERN SOCIETY //Spectrum Journal of Innovation, Reforms and Development. – 2022. – Т. 10. – С. 232-234.