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THE IMPACT OF EXTRINSIC MOTIVATION ON ENGLISH LANGUAGE LEARNING AMONG UNIVERSITY STUDENTS

Abstract. This article examines the impact of external motivation factors on university students' English language learning process from a scientific perspective. The study investigates the influence of external motivational elements such as scholarships, assessment systems, teacher encouragement, and parental and societal expectations on students' learning activities. The research employed survey, observation, and statistical analysis methods. The findings indicate that external motivation improves short-term academic outcomes; however, sustainable language competence can be achieved more effectively when external motivation is combined with internal motivation.

Keywords: external motivation, English language learning, student motivation, foreign language education, higher education, learning activity.

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UNIVERSITET TALABALARI ORASIDA INGLIZ TILINI O‘RGANISHGA TASHQI MOTIVATSIYANING TA’SIRI

Annotatsiya. Ushbu maqolada universitet talabalari orasida ingliz tilini o‘rganish jarayonida tashqi motivatsiya omillarining ta’siri ilmiy jihatdan yoritilgan. Tadqiqot davomida stipendiya, baholash tizimi, o‘qituvchi rag‘bati, ota-ona va jamiyat talablari kabi tashqi motivatsiya elementlarining talabalarning o‘quv faoliyatiga ta’siri o‘rganildi. Tadqiqotda so‘rovnoma, kuzatish va statistik tahlil metodlaridan foydalanildi. Natijalarga ko‘ra, tashqi motivatsiya qisqa muddatli natijalarni oshirsa-da, barqaror til kompetensiyasini shakllantirish uchun ichki motivatsiya bilan uyg‘unlashgan holda samaraliroq natijalarga erishish mumkin.

Kalit so‘zlar: tashqi motivatsiya, ingliz tilini o‘rganish, talabalar motivatsiyasi, chet tili ta’limi, oliy ta’lim, o‘quv faoliyati.

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ВЛИЯНИЕ ВНЕШНЕЙ МОТИВАЦИИ НА ИЗУЧЕНИЕ АНГЛИЙСКОГО ЯЗЫКА СРЕДИ СТУДЕНТОВ УНИВЕРСИТЕТОВ

Аннотация. В данной статье научно освещается влияние факторов внешней мотивации на процесс изучения английского языка среди студентов университетов. В ходе исследования были изучены такие элементы внешней мотивации, как стипендия, система оценивания, поощрение преподавателя, требования родителей и общества, а также их влияние на учебную деятельность студентов. В исследовании использовались методы анкетирования, наблюдения

и статистического анализа. Результаты показали, что внешняя мотивация способствует повышению краткосрочных учебных результатов, однако для формирования устойчивой языковой компетенции наиболее эффективным является её сочетание с внутренней мотивацией.

Ключевые слова: внешняя мотивация, изучение английского языка, мотивация студентов, обучение иностранному языку, высшее образование, учебная деятельность.

INTRODUCTION

In the context of rapidly accelerating globalization processes, proficiency in foreign languages, particularly English, has become one of the essential prerequisites for an individual's professional development, academic mobility, and active participation in international scientific and cultural cooperation. Today, English is recognized not only as a means of communication but also as a key competence that ensures global knowledge exchange, innovative activity, and professional competitiveness. Therefore, improving the effectiveness of English language teaching in higher education institutions, developing students' sustainable language competence, and examining the psychological and pedagogical factors influencing their learning activities have become among the most relevant research directions in modern pedagogy and educational psychology.

The effectiveness of language learning is determined by multiple factors, among which motivation occupies a central position as the driving force of learning activity. Motivation is generally interpreted as a system of internal needs and external stimulating factors that encourage an individual to engage in a particular activity (Schunk et al., 2008). In scientific literature, motivation is commonly divided into intrinsic and extrinsic types. Intrinsic motivation is associated with a learner's natural interest in acquiring knowledge, self-development, and cognitive needs, whereas extrinsic motivation is formed under the influence of external factors such as assessment systems, material and moral incentives, social expectations, academic requirements, and future career opportunities (Deci & Ryan, 2017). Extrinsic motivation plays a particularly significant role in university students' academic activities (Dornyei, 1994), as higher education is closely connected with grading criteria, scholarship systems, ranking indicators, and labor market demands.

Contemporary research indicates that extrinsic motivation increases students' engagement in the learning process, enhances classroom participation, and contributes to improved short-term academic performance. However, differing perspectives exist regarding the long-term impact of extrinsic motivation on learning outcomes. Some researchers emphasize the temporary nature of external incentives, while others consider them an initial stage for the development of intrinsic motivation. From this perspective, there is a growing need to empirically investigate the actual pedagogical effectiveness of extrinsic motivation in the process of learning English.

A comprehensive analysis of student motivation in higher education institutions is important not only for improving educational quality but also for developing students' independent learning skills, ensuring academic sustainability, and preparing them for future professional activities. Identifying motivational factors in English language learning enables educators to organize the teaching process more effectively, strengthen individualized approaches, and implement modern pedagogical technologies. Therefore, the present study aims to examine the role and impact of extrinsic motivation in English language learning among university students from both theoretical and practical perspectives. The research focuses on analyzing the theoretical foundations of extrinsic motivation, identifying motivational factors among students, evaluating the impact of extrinsic motivation on learning outcomes, and developing pedagogical recommendations aimed at improving the educational process.

LITERATURE REVIEW AND RESEARCH METHODOLOGY

The issue of motivation in foreign language learning constitutes one of the most significant research directions in pedagogy and educational psychology and has been extensively studied by both international and local scholars. Motivation is understood as a psychological mechanism that

activates individual activity and is recognized as one of the key factors determining the effectiveness of the learning process. The scientific foundations of motivation theory were formed within the framework of 20th-century psychology schools, with A. Maslow's hierarchy of needs theory playing a particularly important role in explaining the driving forces behind human activity. Maslow emphasized that human behavior is guided by physiological, social, and self-actualization needs and established the close connection between the fulfillment of these needs and motivation in the educational process (Maslow, 1954).

Scientific perspectives on intrinsic and extrinsic forms of motivation have been extensively analyzed in E. Deci and R. Ryan's Self-Determination Theory, which posits that while extrinsic incentives can be effective in initiating learning activity, intrinsic motivation is decisive for long-term personal development (Deci & Ryan, 2017). According to this theory, the satisfaction of autonomy, competence, and relatedness needs fosters sustainable learning motivation among students. In the field of language learning, R. Gardner and W. Lambert's socio-psychological motivation model provides a foundational framework. They introduced the concepts of instrumental motivation (linked to professional or academic goals) and integrative motivation (driven by the desire for cultural integration), thereby scientifically substantiating the specific connection between extrinsic motivation and instrumental goals (Gardner &Lambert, 1972).

Moreover, Z. Dornyei's contemporary motivational model emphasizes personal identification, the future "ideal language self," and the role of the learning environment in foreign language acquisition. According to the scholar, extrinsic motivation can be transformed into intrinsic motivation when supported through a pedagogical environment (Dornyei, 1994). In educational psychology, J. Keller's ARCS model (Attention, Relevance, Confidence, Satisfaction) also occupies a central place, highlighting that attracting attention, demonstrating the relevance of content, fostering confidence, and ensuring satisfaction from learning outcomes serve as key factors in enhancing motivation. These theoretical approaches provide a solid basis for understanding the pedagogical effectiveness of extrinsic incentives in English language learning (Keller, 2010).

Local and regional studies also confirm the close relationship between student motivation and educational quality. Assessment systems, scholarship mechanisms, and teacher support have been identified as significant factors enhancing students' learning activity. However, scholarly sources do not offer a unanimous perspective regarding the long-term impact of extrinsic motivation on language competence. Some studies indicate that external incentives primarily enhance short-term outcomes, while others interpret them as an initial stage in the development of intrinsic motivation. Therefore, determining the actual effect of extrinsic motivation in English language learning through empirical research remains a pressing scientific task.

The methodology of the present study was designed based on the theoretical approaches outlined above and implemented through an empirical research design. University students were selected as the research object, and extrinsic motivational factors influencing their English language learning process were investigated. A mixed-methods approach, integrating both quantitative and qualitative research techniques, was employed. For data collection, a survey was used as the primary instrument, incorporating indicators related to assessment systems, scholarship opportunities, teacher encouragement, parental and societal expectations, and future professional needs. The survey results enabled the determination of students' motivation levels and their impact on learning activity.

To ensure objectivity, the observation method was employed to analyze students' engagement in classroom activities, communicative participation, and completion of assignments. Additionally, semi-structured interviews captured the subjective aspects of student motivation, which were interpreted through qualitative analysis. The collected data were processed using statistical techniques, including percentage comparisons, correlation analysis, and interpretive methods, to systematize the results. This comprehensive methodological approach ensured the scientific reliability of the study and provided an in-depth analysis of the pedagogical

significance of extrinsic motivational factors in the process of learning English.

DISCUSSION

The findings of the study indicate that extrinsic motivational factors serve as a significant driving force in the process of learning English among university students. Specifically, assessment systems, opportunities to receive scholarships, teacher encouragement, and future professional requirements were found to have a substantial impact on actively engaging students in learning activities. These results confirm the role of motivation as an external mechanism regulating behavior in educational psychology and suggest that students' short-term academic achievements are often closely associated with extrinsic incentives (Schunk et al., 2008).

This observation aligns with Self-Determination Theory (Deci & Ryan, 2017), which emphasizes that extrinsic motivation effectively initiates student activity, but its long-term effectiveness depends on the development of intrinsic motivation. The study also revealed that, in situations where external incentives such as grades or scholarships were present, students performed tasks more actively; however, their independent learning activities were not always consistently maintained. This suggests that extrinsic motivation is largely linked to control and evaluation mechanisms rather than fostering autonomous engagement.

The results also support instrumental motivation theory (Gardner & Lambert, 1972). Most students reported studying English in connection with future employment, international opportunities, and academic success, reflecting the recognition of English as a form of social and economic capital in contemporary society. At the same time, motivation based solely on instrumental goals sometimes led to superficial learning. A decline in students' engagement with language learning after exams or assessment periods can be explained by this phenomenon.

From the perspective of motivational model, extrinsic motivation can be transformed into intrinsic motivation by shaping students' "ideal L2 self" (Dornyei, 1994). The study revealed that students in groups where a supportive pedagogical environment was provided by the teacher exhibited more positive attitudes toward using English and demonstrated higher communicative activity. This indicates that the effectiveness of extrinsic motivation is directly linked to pedagogical strategies, serving not only as a control mechanism but also as a developmental factor.

Furthermore, the findings are consistent with model of motivation (Keller, 2010). Students' motivation increased significantly when they recognized the practical relevance of learning materials and experienced a sense of achievement. This underscores that extrinsic motivational mechanisms are most effective when integrated with the content and methodology of instruction.

The discussion demonstrates that while extrinsic motivation plays a crucial role as an initiating and supporting factor in English language learning, it alone cannot foster sustainable language competence. Achieving long-term outcomes requires the alignment of extrinsic motivation with intrinsic interest, personal goals, and the desire for self-development. Consequently, in modern higher education, assessment and incentive mechanisms should be complemented with pedagogical approaches aimed at promoting students' personal growth.

In summary, the study's findings indicate that extrinsic motivational factors serve as an essential initial impulse in learning English, but the development of long-term language competence relies more heavily on the cultivation of intrinsic motivation. This reinforces the need to consider motivation as a complex pedagogical phenomenon and highlights the importance of enhancing English language teaching methodologies through motivation-based approaches. These findings are consistent with previous research on motivation in language learning (Brown, 2014; Ushioda, 2007).

RESULTS

The study's findings, based on surveys, observations, and statistical analyses conducted to examine the influence of extrinsic motivational factors on English language learning among university students, revealed a nuanced impact of these factors on various aspects of students' academic activity.

Survey results indicated that the majority of respondents identified future professional ca-

reers and employment opportunities as primary reasons for studying English. A significant proportion of students emphasized that proficiency in English enhances their competitiveness in the international labor market. Simultaneously, the assessment system emerged as a strong extrinsic motivational factor. Most students reported that they consistently completed assignments to achieve high grades; however, a partial decline in learning engagement was observed once the assessment phase concluded.

Results related to scholarship systems further confirmed the importance of extrinsic motivation. Students whose academic performance was linked to scholarship eligibility participated more actively in English language classes and demonstrated relatively higher completion rates of homework and assignments. Observational data indicated that in groups where financial incentives were present, classroom discipline and task completion were maintained at a more consistent level.

Teacher-provided encouragement was also identified as a significant motivating factor. In groups where positive feedback, additional evaluation opportunities, and a supportive pedagogical environment were present, students were more actively involved in communicative activities. Notably, an increase in student initiative was observed during oral communication exercises, indicating that extrinsic motivation can be reinforced through psychological support.

Motivational factors related to parental and societal expectations were found to exert a moderate influence on students' learning activity. Some students considered learning English as a means of achieving social status and meeting societal expectations. However, this factor appeared to be less stable as a source of motivation compared to other extrinsic incentives.

Statistical analysis revealed a positive correlation between the level of extrinsic motivation and short-term academic performance. Students with higher extrinsic motivation achieved relatively better results in tests and assignments. At the same time, indicators of independent learning varied across respondents, suggesting that extrinsic motivation has limited influence on long-term academic stability.

Overall, the results demonstrate that extrinsic motivational factors are an effective means of engaging students in English language learning. Among these, the assessment system, scholarship opportunities, and teacher encouragement were identified as the most influential factors. Simultaneously, the findings confirmed that extrinsic motivation is more closely associated with short-term academic outcomes rather than sustained language competence.

CONCLUSION

This study was aimed at empirically investigating the role and impact of extrinsic motivational factors on English language learning among university students. The findings indicate that extrinsic motivation constitutes a significant pedagogical factor in enhancing students' learning activity, with assessment systems, scholarship opportunities, teacher encouragement, and future professional requirements playing a considerable role in increasing interest in learning English. In particular, factors related to academic evaluation and material incentives were found to effectively drive students toward achieving short-term academic outcomes.

The research demonstrated that extrinsic motivation serves as an effective mechanism for engaging students in the learning process, ensuring timely completion of tasks, and enhancing participation in classroom activities. However, the results also showed that extrinsic motivation alone is insufficient to establish stable and long-term language competence. When assessment or incentive mechanisms are reduced, some students exhibited a decline in learning activity, highlighting that the long-term effectiveness of motivation is closely linked to intrinsic interest and personal engagement.

Based on these findings, it is scientifically substantiated that in the process of teaching English, extrinsic motivation must be integrated with intrinsic motivation. Creating a supportive pedagogical environment, connecting learning materials to real-life situations, strengthening communicative approaches, and fostering students' independent learning can transform extrinsic incentives into intrinsic motivation. Consequently, this contributes to the development of sustainable language competence and a continuous desire for learning among students.

The results of this study carry significant practical implications for improving foreign language teaching methodologies in higher education. They underscore the necessity of developing pedagogical strategies that are motivation-oriented. Specifically, organizing assessment systems in a manner that is both encouraging and developmental, enhancing individualized approaches, and aligning the language learning process with students' professional goals can lead to more effective outcomes.

Future research should focus on exploring the long-term interplay between intrinsic and extrinsic motivational factors, as well as examining motivational differences among students across various fields of study. Overall, this study confirms that while extrinsic motivation serves as an important initial driver in English language learning, high and sustainable learning outcomes can only be achieved when it is applied in conjunction with intrinsic motivation.

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