

# Increasing Motivation to Learn English among Younger Students through Project Activities

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**Damirova Gulshoda Utkir Kizi**<sup>1</sup>

<sup>1</sup> Teacher Tashkent State Pedagogical University named after Nizami

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## **Abstract:**

This article examines increasing motivation to learn English among primary school students through project activities. The relevance of this problem is due to the search for ways to replenish the means of teaching a foreign language based on the revision of the components of the content of training in order to optimize them as a whole.

**Keywords:** English language, pedagogical technology, project method, educational project, educational motivation.

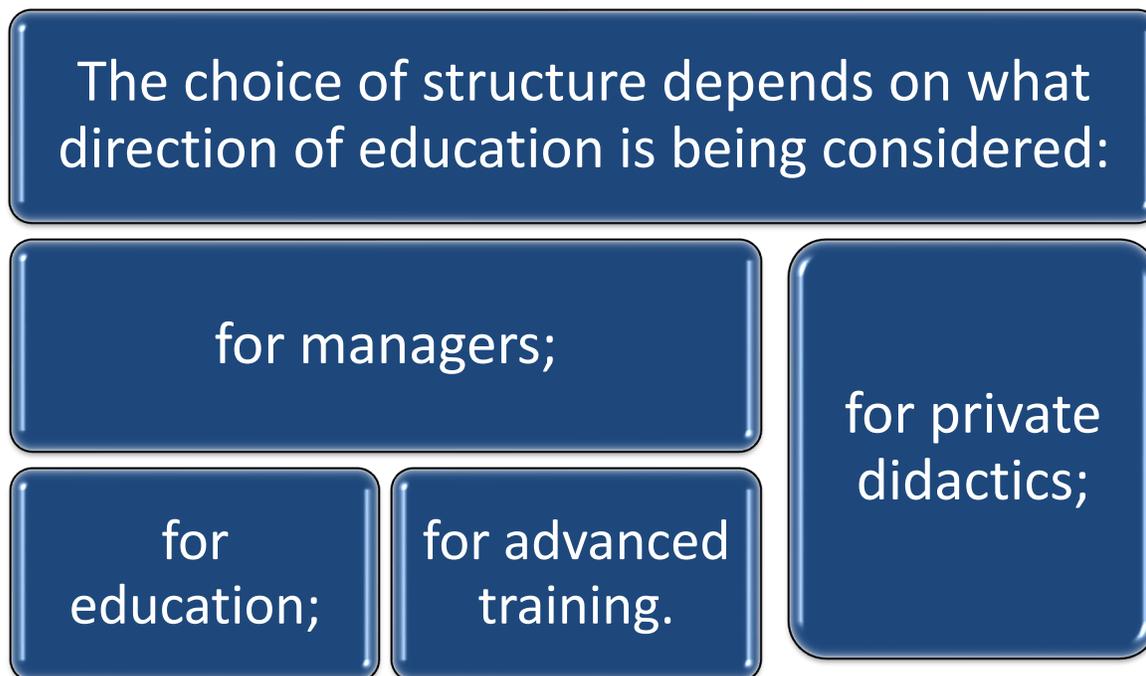
The relevance of the formation of educational motivation in the process of learning English in primary school students is determined by the fact that it is at the initial stage of education, when educational activity becomes the leading one, that it is important to lay the foundations of motivation to master a foreign language, and by the end of education in the 4th grade to make it a stable new formation of the student.

Primary school age is the most favorable for laying the foundation for the ability and desire to learn. This is due to the fact that psychological and age-related characteristics and opportunities of age: the development of abilities, mental processes, motivation to achieve success, susceptibility to the influence of parents and teachers, the desire and need to learn new things, etc. allow you to influence the motivational and need sphere of the individual from the position of forming interest, desire to study a foreign language.

The number of primary school students who want to learn something more than what is taught at school, who want to establish themselves in their knowledge, and learn the subject perfectly, and not at the level of the school program, is unfortunately small. This is due to the fact that primary school students do not yet have sufficiently developed motivation for learning. As a rule, students are focused on receiving praise from the teacher, parents (motives of well-being), recognition as the

best in the class in the subject (motives of prestige), i.e. there is a lack of cognitive motives, so it is important to carry out systematic and targeted work to form these motives in the child when mastering a foreign language. One of the ways to solve this problem is to use creative projects aimed at the child creating something new that did not exist before. In order to form the creative experience of primary school students, it is necessary to create special pedagogical situations that create conditions for a creative solution to the problem set by the teacher. Today, science does not have an unambiguous interpretation of the concept of project activity. Initially, a project was understood (from Latin *projectus* - literally - thrown forward) - (Latin *projectus* - protruding forward) - a prototype, a prototype of the proposed object. Then design is a process, an activity to create a project. The most decisive link in this innovation is the teacher. From a carrier of knowledge and information, the teacher becomes an organizer of activities, a consultant on solving problems, obtaining the necessary knowledge and information with the help of modern information tools. Working on an educational project allows you to build conflict-free pedagogy, to experience the inspiration of creativity again and again with children, to turn the educational process into effective creative work.

There are different points of view on the structure (stages, phases) of design. Each of the structures takes place in the educational system, since education is a different multi-activity, polyfunctional structure.



Increasing students' motivation to learn English is considered an integral part of the overall process of teaching a foreign language. Students' project-based research activities in the learning process are considered as a holistic process. The most important condition for developing project-based research skills, awakening creative activity, and strengthening students' cognitive interests is the content of the educational material, which is selected by the teacher in preparation for classes. The content of the educational material contains a certain ideological and theoretical focus of the lesson:



It is important to provide for:

- connection with previously studied, integration with other general education disciplines;
- think over the logic of constructing the content throughout the lesson, topic, section of the program;
- introduce elements of involving students in search, creative activities in the lesson (questions, tasks, etc.);
- determine the system of visual aids, equipment;
- take into account the age and individual characteristics of students and much more.

The main advantages of project activities are that they are based on a communicative and integrative approach, and provide the opportunity to simultaneously develop various competencies in speech, linguistic and socio-cultural activities. The second positive aspect is that it is an opportunity to increase motivation for learning, which comes not from outside, but from the student. When students are involved in this type of work, they themselves are interested in its best implementation and decide for themselves how the product will be obtained, using their creative abilities.

The role of the teacher is to guide, help and advice, and not dictate their terms. The topics of the projects can be suggested by both the students and the teacher. Interesting in terms of creative and motivational development are creative and adventure projects, game projects, for example:

- mini-projects: “My day” (2nd grade). Students draw a poster with the images of the actions they do daily and sign their actions using English vocabulary.
- “My favourite toy” (2nd grade) students bring their favourite toy, describe it using vocabulary.
- “Family Tree” (3rd grade) students draw a family tree (in the form of a daisy, a tree, the sun, a train, etc.), glue a photo and sign the names of family members using vocabulary on the topic.
- “Funny Animals” - школьники придумывают забавных фантастических животных, изображают и описывают их на иностранном языке.
- “Zoo” students draw their zoo and write the names of the animals.
- “Professions” (4th grade) students talk about the professions of their parents and relatives, using vocabulary on the topic.
- “Sport” (4th grade) students come up with a new sports game, using vocabulary on the topic.
- “My hobby” (4th grade) students bring various crafts and talk about them.
- “Postcard” (4th grade) students make postcards for their friends and parents, write the names of holidays in English.
- “Visiting Cards” (4th grade) students create their own business cards, presenting their personal characteristics on pre-agreed topics or arbitrarily.

- “My Dream House” (4th grade) children come up with the house of their dreams and embody their ideas in drawings, models, plans, accompanying them with stories.

To consolidate the knowledge and skills of students, as well as to develop interest in a foreign language, it is necessary to use practical projects - staging mini-performances based on fairy tales, songs, poems in English. For example, a tongue twister for the first grade:

*I like my Bunny. Bears like honey. Girls like cats. Cats like rats. Boys like dogs.  
Storks like frogs. Mice like cheese. Sparrows like peas. Owls like mice. I like  
rice.  
Birds like grain. Say it all again!*

It is also important that students with an average level of readiness have the opportunity to express their creative self. For this purpose, the English teacher can use illustrations-hints (for example, *pictures of an animal with the first letter of the name of this animal, or colored cards*), words and questions-hints (for example, *the first and last letter of the word, What color is orange?*), algorithms and schemes for completing tasks, counting rhymes-reinforcers (for example, the counting rhyme: *One, two. Who are you? Three, four. Open the door? Five, six. My name is Dix. Seven, eight. It is too late. Nine, ten. Say it again*). Thus, the analysis of the experience of English teachers in using project activities, their own practice show that creative projects should be used in the case of the formation of the basics of elementary knowledge of the English language. At the same time, it is important that the exercises aimed at the reproductive reproduction of the learned material have a creative continuation.

Taking into account the above, we adhered to the following requirements for organizing projects: the presence of a research topic; practical and educational significance of the results; the degree of independence and cognitive activity of students; the form of presentation of the final product; the use of scientific methods for studying the problem.

The students' work on the projects was organized in compliance with the proposed stages:

1. Selecting a project topic.

The topics of the projects implemented during the experimental diagnostic study were selected in accordance with the subject matter of the educational material provided for by the training program, the interests and age characteristics of the students.

2. Forming a team and distributing tasks.

The formation of groups/pairs took into account the personal preferences of the students in order to create a favorable atmosphere for further joint work on the project. When distributing tasks between group members, the creative inclinations and intellectual abilities of each junior student were taken into account.

3. Discussion of project design methods.

At this stage, the teacher familiarized the students with the rules for designing projects and possible forms of presenting the final product (project).

4. Interim control.

Intermediate control was carried out directly by the teacher (project coordinator), whose task was to monitor the work of each group/pair and, if necessary, make the necessary adjustments.

## 5. Project presentation.

One of the important stages of the implementation of the educational project was its presentation. It completed the work on the project and was important both for the students themselves and for the teacher. The results of the work on the project were publicly demonstrated in the classroom in the form chosen at the stage of discussing the methods of presenting the project (computer presentation, poster report, etc.).

Thus, the project method helps to form and maintain students' internal motivation for learning, which is one of the main conditions for successful proficiency in a foreign language in general. The use of the project method in teaching a foreign language involves the formation and development of students' creative search activity in the process of solving the assigned educational task. Completing project assignments allows primary school students to feel the practical importance of studying a foreign language, which results in an increased interest in the subject, in conducting research work, and therefore maintaining the stable motivation of primary school students. Due to the complex, integrative nature of project work, the educational product is not perceived by the student as something uninteresting and unnecessary, but on the contrary, makes the process of mastering subject knowledge personally significant for each primary school student.

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