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## ENHANCING MOTIVATION FOR FOREIGN LANGUAGE LEARNING AMONG MEDICAL STUDENTS

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### Abstract

This article explores the issue of enhancing motivation for foreign language learning among students of medical institutes within the framework of linguodidactics and foreign language teaching methodology. The study examines motivational factors influencing medical students' engagement in foreign language acquisition and analyzes methodological challenges associated with teaching foreign languages in medical education. Particular emphasis is placed on the comparative application of teaching methods and the role of interactive, learner-centred approaches in increasing motivation. The findings highlight that well-structured instructional strategies and professionally oriented content significantly contribute to effective language learning outcomes among medical students.

**Keywords:** Linguodidactics, foreign language teaching methodology, motivation, medical education.

### Introduction

The large-scale reforms currently being implemented in Uzbekistan are directed towards improving social welfare and ensuring the country's sustainable development in line with global standards. The successful realization of these goals largely depends on the preparation of highly qualified specialists who are capable of responding to contemporary professional demands. In this context, higher education institutions face the crucial task of training intellectually mature, professionally competent, and technologically literate graduates with strong analytical and communicative skills. One of the key requirements for modern medical professionals is proficiency in foreign languages. Alongside core medical disciplines, foreign language education occupies a vital position, as it enables future physicians to access international scientific resources, adopt advanced medical technologies, and participate in global academic and professional exchanges. Consequently, fostering motivation for foreign language learning among medical students has become an essential pedagogical concern.

Motivation is widely recognised as a determining factor in successful foreign language acquisition. In medical education, students' motivation to learn a foreign language is closely linked to their understanding of its practical relevance to future professional activities. When learners clearly perceive how foreign language competence can support their medical careers—such as reading scientific literature, communicating with international colleagues, or undertaking professional training abroad—their engagement and learning outcomes significantly improve. Therefore, instructors must explicitly communicate the objectives of foreign language courses and demonstrate their direct applicability to medical practice. Professionally oriented examples and authentic materials serve as powerful motivational tools, allowing students to connect linguistic knowledge with real-life medical contexts.

Effective motivation among medical students can be achieved through the appropriate selection of teaching methods and instructional materials. One of the fundamental principles is aligning learning tasks with students' existing language proficiency. When tasks are excessively complex or insufficiently explained, students may experience frustration and disengagement. Conversely, achievable tasks foster self-confidence and encourage sustained participation. Positive reinforcement from instructors also plays a crucial role. Acknowledging students' achievements, even modest ones, enhances their intrinsic motivation and promotes a more positive attitude toward foreign language learning. This psychological support is particularly important in medical education, where academic pressure is often high.

In contemporary foreign language pedagogy, motivation is commonly divided into intrinsic and extrinsic types, both of which play a significant role in medical students' language learning processes. Intrinsic motivation is associated with learners' internal interest in the language itself, enjoyment of the learning process, and a desire for personal and professional growth. Extrinsic motivation, on the other hand, is influenced by external factors such as academic requirements, career advancement, international certification, and institutional expectations. For medical students, these two forms of motivation often coexist and mutually reinforce one another. Medical education is characterised by a high academic workload and intensive professional training, which may reduce students' attention to non-core subjects such as foreign languages. For this reason, foreign language instruction in medical institutes must be closely aligned with students' professional needs. Professionally oriented language teaching, including medical terminology, clinical communication scenarios, and analysis of authentic medical texts, significantly increases learners' motivation by demonstrating the practical value of language competence. Assessment practices also have a direct impact on students' motivation. Transparent evaluation criteria, formative assessment, and constructive feedback positively influence learners' attitudes toward foreign language learning. When students understand assessment objectives and receive regular feedback on their progress, they are more likely to maintain motivation and take responsibility for their learning outcomes. In medical education, where assessment-

related stress is common, supportive evaluation strategies are particularly effective in sustaining learner motivation.

The integration of modern interactive teaching techniques significantly contributes to increased learner motivation. Methods such as brainstorming, clustering, and problem-based learning encourage active student participation and facilitate deeper cognitive engagement. For instance, when introducing medical topics such as “lungs,” visual aids combined with clustering activities enable students to develop vocabulary, construct meaningful sentences, and express topic-related ideas systematically. This approach aligns with the didactic principle of progressing from simple to complex structures and supports gradual language development. Additionally, role-playing activities are highly effective in developing communicative competence. By simulating real-life medical situations, role plays reduce psychological barriers such as fear of making mistakes, shyness, and hesitation, thereby promoting fluency and confidence. Furthermore, individual, pair, and group work enhance collaborative learning and increase overall classroom interaction. These formats encourage peer support and allow students to practise language skills in a more relaxed and engaging environment.

In conclusion, fostering motivation for foreign language learning among medical students is a key factor in ensuring effective and sustainable learning outcomes. Motivation enhances students’ ability to master educational content, develop communicative competence, and acquire professionally relevant language skills. The application of learner-centred methodologies, interactive teaching techniques, and professionally oriented materials significantly contributes to the successful formation of linguistic skills and competencies. Therefore, motivation should be regarded as a central component of foreign language instruction in medical education.

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