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FACTORS INFLUENCING UZBEK STUDENTS' MOTIVATION TO LEARN FOREIGN LANGUAGES: A PSYCHOLINGUISTIC AND SOCIOCULTURAL PERSPECTIVE

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ABSTRACT:

This thesis explores the main motivational drivers behind Uzbek students' efforts to learn foreign languages, viewed through psycholinguistic and sociocultural lenses. Particular attention is given to instrumental motives (such as career growth and academic performance), integrative motives (including cross-cultural communication and travel), along with the impact of teacher conduct, classroom climate, and peer interactions. The findings indicate that Uzbek learners are primarily driven by instrumental goals, with parental support acting as a key motivating factor. Furthermore, the study shows that when intrinsic motivation is cultivated within a encouraging environment, it results in more lasting language learning outcomes. The thesis concludes by highlighting the importance of building supportive classroom settings and fostering internal motivation. This research offers valuable insights for language teaching methodologies and psycholinguistics within the Uzbek context.

Introduction. As globalization expands and international academic exchanges increase, identifying what motivates Uzbek students to acquire foreign languages has become an urgent

issue. Educational reforms in Uzbekistan have particularly raised the demand for English language proficiency. This thesis investigates the psychological, social, and cultural aspects that shape student motivation in foreign language learning.

Main findings. Data collected through semi-structured interviews with university students uncovered several important motivational patterns. First, pragmatic objectives — especially related to career prospects and academic success — dominate learners' motivation, highlighting the practical mindset of today's Uzbek youth. Second, integrative motivation, such as curiosity about other cultures or forming friendships with people from abroad, exists but remains relatively weaker. Third, instructors' behavior, classmates' influence, and a positive learning environment were found to be critical situational elements that either boost or reduce motivation. Notably, family encouragement — especially from mothers — emerged as an important external motivator. Students also noted that internal satisfaction gained from tracking their own progress and interacting with authentic materials like movies and music strengthened their long-term dedication to language studies.

Conclusion. The results show that a combination of instrumental and integrative factors shapes Uzbek students' motivation, with instrumental reasons playing the leading role. Teacher support, a cooperative classroom atmosphere, and family backing serve as essential bridges between initial motivation and continued learning effort. Thus, language educators and curriculum developers in Uzbekistan should prioritize creating supportive learning environments that fulfill learners' psychological needs for autonomy, competence, and connectedness. This study deepens the understanding of learner behavior in Central Asia and provides practical direction for evidence-informed teaching approaches.

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