



E O C
EUROASIAN
ONLINE
CONFERENCES

GERMANY

CONFERENCE

INTERNATIONAL CONFERENCE ON
SCIENCE, ENGINEERING AND
TECHNOLOGY



Google Scholar

zenodo

OpenAIRE

doi.org
digital object
identifier

eoconf.com - from 2024



INTERNATIONAL CONFERENCE ON SCIENCE, ENGINEERING AND TECHNOLOGY:
a collection scientific works of the International scientific conference –
Gamburg, Germany, 2026 Issue 2

Languages of publication: Uzbek, English, Russian, German, Italian, Spanish,

The collection consists of scientific research of scientists, graduate students and students who took part in the International Scientific online conference « **INTERNATIONAL CONFERENCE ON SCIENCE, ENGINEERING AND TECHNOLOGY** ». Which took place in Gamburg, 2026.

Conference proceedings are recommended for scientists and teachers in higher education establishments. They can be used in education, including the process of post - graduate teaching, preparation for obtain bachelors' and masters' degrees. The review of all articles was accomplished by experts, materials are according to authors copyright. The authors are responsible for content, researches results and errors.



Learners' Motivation in the Learning of French as a Foreign Language

Shavkatova Gulsanam Oybek qizi

Student at Fergana State University, Department of French

Abstract. This article examines learners' motivation in the process of learning French as a foreign language. Motivation is a central factor that influences learners' engagement, perseverance, and success in language acquisition. The aim of the article is to demonstrate how different types of motivation affect learners' strategies and learning outcomes.

Keywords: motivation, learners, learning French, engagement, learning strategies, achievement.

Motivation is a fundamental element in the learning of a foreign language, particularly French. It determines the learner's attitude, level of involvement, and ability to persevere despite the difficulties encountered. A motivated learner is more active, makes effective use of available resources, and adopts strategies that are appropriate to their needs.

Generally, two main types of motivation are distinguished: intrinsic and extrinsic motivation. Intrinsic motivation refers to the desire to learn for pleasure, curiosity, or personal interest in the French language and culture. It promotes autonomy, creativity, and long-term engagement. Extrinsic motivation, on the other hand, is related to external factors such as academic success, professional opportunities, or social recognition. These two types of motivation can coexist and influence learners' behavior in different ways.

Motivation also plays a significant role in the development of linguistic skills. Motivated learners read, listen to, and practice French more frequently, which improves their oral and written comprehension as well as their productive skills. Moreover, motivation encourages the use of supplementary tools such as books, digital media, and interaction with native speakers, thereby strengthening autonomous learning.

In order to stimulate and maintain motivation, it is essential to create a positive learning environment. Teachers can vary teaching methods, offer interactive and relevant activities, and provide constant support to help learners overcome difficulties. Motivation is not static; it evolves over time and requires careful monitoring to ensure success in learning French.

Motivation is not limited to the desire to learn; it is also influenced by cognitive, emotional, and social factors. Cognitive factors include the learner's perception of the difficulty of the language, self-confidence, and the clarity of learning objectives. Learners who set clear and realistic goals are generally more persistent and resilient in the face of challenges.

From an emotional perspective, a positive attitude toward the French language and culture plays a major role. Interest in French music, literature, cinema, or gastronomy can strengthen intrinsic motivation and make learning more enjoyable.

Conversely, fear of making mistakes, shyness, or lack of confidence may reduce learners' engagement and hinder their progress.

Social factors are also essential. A supportive environment, including encouraging teachers, motivated peers, and opportunities to practice the language in real-life situations, stimulates learning. Social interactions provide opportunities for feedback, correction, and authentic communication, thereby reinforcing motivation.

Motivational Strategies for Learners

To maintain a high level of motivation, it is important to adopt appropriate strategies. These include:

- Setting clear and progressive goals: Learners progress more effectively when they know what they are expected to achieve in the short and long term.
- Diversifying learning activities: Alternating between reading, listening, writing, and speaking stimulates different types of intelligence and prevents monotony.
- Using authentic resources: Films, songs, articles, or exchanges with native speakers make learning more concrete and meaningful.
- Encouragement and positive reinforcement: Constructive feedback increases learners' confidence and motivates them to continue their efforts.
- Learner autonomy: Allowing learners to choose topics or activities that personally interest them fosters intrinsic motivation.

Numerous studies show that motivation directly influences language performance. Motivated learners acquire vocabulary more quickly, improve their pronunciation, and develop a more refined understanding of grammatical structures. Furthermore, motivation promotes regular learning habits and the ability to overcome difficulties, leading to long-lasting results and greater mastery of the language.

In conclusion, learners' motivation in learning French is a determining factor for success. It is multidimensional, combining cognitive, emotional, and social elements. To optimize teaching effectiveness, it is necessary to understand these dimensions and adopt strategies that support and stimulate learner engagement. Well-maintained motivation transforms language learning into a rewarding experience and enables learners to progress according to their own pace and interests.

References

1. Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and Motivation in Second-Language Learning*. Rowley, MA: Newbury House.
2. Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press.
3. Deci, E. L., & Ryan, R. M. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior*. New York: Plenum.
4. Clément, R., Dörnyei, Z., & Noels, K. A. (1994). Motivation, Self-Confidence, and Group Cohesion in the Foreign Language Classroom. *Language Learning*, 44(3), 417–448.
5. Language Learning Strategies: What Every Teacher Should Know. New York: Newbury House.
6. Brown, H. D. (2007). *Principles of Language Learning and Teaching* (5th ed.). Pearson Education.
7. Deci, E., & Ryan, R. (2002). *Handbook of Self-Determination Research*. University of Rochester Press.