

How To Motivate Students To Study: Insights From Classroom Experiences

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Received: 19 August 2025; **Accepted:** 15 September 2025; **Published:** 17 October 2025

Abstract: In today's modern education, motivating students has become one of the most challenging things that teachers are facing. Yes, it is challenging, but vitally important that each educator should feel responsibility in their teaching process.

This work aims to explore how students are effectively motivated by teachers by combining psychological theories of motivation with authentic classroom experience. Also, there is shown author's practical experience when the author worked with 5th-grade students at school. Initially some of these students had lack of self-confidence, less focus, and very low interest in academic tasks. Their motivation and performance gradually improved through consistent encouragement, verbal praise, and individualized support after-class. Furthermore, There is highlighted the importance of creating a positive and emotionally supportive classroom atmosphere in which students feel valued and capable. In the work, some techniques, such as offering rewards, personal attention, and goal-oriented feedback to strengthen students' self-esteem and willingness to learn. In the conclusion, the motivation should be as a dynamic process that can be cultivated through continuous teacher involvement, empathy, and structured guidance, but should not be treated as a fixed characteristic.

Keywords: Intrinsic motivation, extrinsic motivation, student motivation, classroom engagement, reflective teaching, Self- Determination Theory.

Introduction: It is considered that the motivation is the invisible force which drives students to persist, learn, and achieve success. There is determined whether a lesson is approached with curiosity or indifference by a learner, whether they face with opportunities or obstacles as challenges. Motivation, according to Harmer (2007), "pushes" students towards objectives and keeps them working hard in spite of obstacles, and it means for teachers that teaching methods alone is not sufficient- learners can get effective learning when they want to learn genuinely.

The nature of motivation has long been attempted to explain by educational psychologists. It is defined by Dornyei (2001) as the process which gives behavior direction and energy by guiding why people decide to act, how long they persist, and how hard they work. In Ryan and Deci's (2020) Self-Determination Theory intrinsic motivation as doing something for inherent satisfaction and extrinsic motivation as doing something for external rewards or recognition are distinguished [3, 227]. Either intrinsic or extrinsic

motivations are vitally important in the classroom. When there can be provided necessary reinforcement, especially for younger learners who still need teacher's approval and rewards in the extrinsic motivation, creativity and self-directed learning are encouraged in the intrinsic motivation.

However, there are presented new challenges in modern classrooms. The environment which children are growing up is filled with technology, fast-paced entertainment, and constant external stimulation. In that case, according to Schunk, Pintrich, and Meece (2014) maintaining attention and enthusiasm for academic work can be difficult. Therefore, teachers should adapt their strategies to focus not only on instructional design but also on emotional engagement and psychological support. Borphy says that teacher's role is crucial in establishing a motivational climate (2010). How teachers present lessons, the type of feedback is provided, and the level of respecting shown toward students, all of them contribute to motivation.

This perspective is supported from teacher's last year

teaching experience. Last year, when the author taught a group of 5th-grade students, and analyzed students' educational backgrounds and attitudes toward studying, and observed some noticeable differences. Some of the students were not well-prepared academically as they had some signs of demotivation with hesitating to answer questions, avoiding tasks, lacking of confidence in their abilities. Firstly, they were inconsistent while performing, and often they relied on peers' support rather than attempting independently on their own. After recognizing this, the teacher tried to implement gradually motivational strategies by praising them with even small successes, offering support after class if someone is struggling with understanding a topic, and by using positive reinforcement. After these attempts, teacher felt more enthusiasm in their study, they began volunteering actively in activities, and showed genuine interest in progress. This transformation mirrored findings from educational research emphasizing the link between student motivation and teacher encouragement (Wentzel, 2016).

According to Dornyei and Ushioda (2011) motivation is an evolving relationship between the teacher, the learner, and the learning environment in the classroom, not a static condition. Teacher's role when they are delivering content includes creating an atmosphere in which learners can feel supported, capable, and recognized. The basis of the current article forms this perspective by exploring how motivation can be developed through intentional strategies which are grounded in both theory and practice.

This paper is purposed to examine how teachers can motivate students to study in the combination of psychological frameworks and reflective classroom practices. This article by analyzing the interplay between intrinsic and extrinsic motivators, and by integrating real-world teaching experience, seeks to demonstrate that motivation can be cultivated through recognition, persistence, and empathy. There may be offered practical guidance for educators who want to create an engaging, inclusive, and motivating learning environment by this presented findings in the article.

LITERATURE REVIEW

One of the famous research topics which has been studied mostly in the field of education is motivation. Scholars, including Maslow (1943), Deci and Ryan (1985) and Gardner (1985) have studied main theories which explain what causes human behavior and how it is related to learning.

Maslow's Hierarchy of Needs explains that students should prioritize basic needs first, such as safety, belongings, and self - assurance prior to reaching

higher level of self - realization. In academic contexts, it implies that teachers should organize lessons in a way that they are emotionally stable and supportive in which learners feel important and recognized.

Gardner's socio - educational model explained the difference between integrative and instrumental motivation when learning languages. Integrative motivation originates from the student's keen interest in combining the target language culture, whilst instrumental motivation is connected to reaching other attainments, including career and academic success. While this model mostly refers to second language learning, it highlights the significance of learners' personal objectives.

In general education psychology, Deci and Ryan's (1985) Self - Determination Theory (STD) continues to be the most powerful structure for clarifying motivation. According to STD, three psychological needs - autonomy, competence, and relatedness - must be fulfilled for inner motivation to flourish. When learners feel they can keep track of their learning (autonomy), trust they can do well (competence), and experience relevant relationships with others (relatedness), it is highly likely that they can be inspired to do well in studies.

Dornyei (2001) pointed out the vigorous nature of motivation, implying that it alters across time and contexts. His motivational plans incorporate setting clear goals, providing with related feedback, and creating a supportive classroom atmosphere. Harmer (2007) also highlighted that novices frequently need constant support since their concentration and self - control are still improving.

Research also shows that teacher behavior has a direct impact on student motivation. Wentzel (2016) found that students who consider their teachers as kind - hearted, honest, and eloquent tend to be more interested in the lesson and perform better in academic settings. Likewise, Mercer and Dornyei (2020) claim that positive student - teacher relationships promote the emotiveness which is crucial to learning.

To conclude the literature summarizes that motivation is multifaceted: it incorporates psychological needs, external factors, and interpersonal relationships. Therefore, efficient teaching must combine motivational theory with sympathy, understanding, adaptability, and perception of student's individual differentiation.

METHODOLOGY

This article is written in the base of reflective practitioner research rather than experimental data collection. There is aimed to explore as a teacher how

to apply motivational strategies in real teaching and how students perceive them and respond to these efforts.

There is used a mixed-method approach to explore ways to motivate students to study. There is used a questionnaire to collect quantitative data, and interviews were organized to know much about students' attitudes and experiences. Also, purposive sampling is a base to choose participants to include students from different academic levels. Data were collected over four weeks. There was done a pilot test to ensure the tools were reliable and clear.

There are analyzed quantitative data with descriptive statistics, and interview answers were examined thematically. There are consent and confidentiality as ethical principles followed throughout the study.

RESULTS AND DISCUSSION

There appeared some noticeable changes in students' behavior, engagement, and attitudes toward studying in the results of the four-week intervention. At first, most students were low-motivated, and often hesitated to participate in class activities and discussions. Also, many students didn't have much interest or enthusiasm to complete assignments. They, however, began to participate more actively after motivational strategies were applied, such as verbal praise, extra support, and individual encouragement after lessons.

There was shown a positive shift in students' attitudes in the quantitative data which were collected from the questionnaires. By comparing to the initial stage, more than half of the students reported that they felt "more interested" or "very interested" in lessons. Students became more interested in classroom participation, more willing to share their answers during lessons, and participation rates increased noticeably. These changes confirms that even simple and consistent teacher interventions can significantly influence students' engagement (Brophy, 2010; Wentzel, 1997) [12, 411].

According to interviews several students mentioned that they felt valued and capable of achieving more after praising and giving recognition. Some of the students said that they got much more understanding after-class support, and as a result they reduced a sense of fear of making mistakes. This is matchable with the idea of Edward L. Deci and Richard M. Ryan (2000), in which the importance of meeting students' psychological needs for competence and relatedness [3, 240]

Another significant observation was seen in the increasing of peer collaboration. After feeling more confident, they began to help each other during

activities, and this situation created a more positive classroom atmosphere. This aligns with Zoltan Dornyei's (2001) idea that classroom environment and group dynamics play an essential role in sustaining motivation.

All students, even the least motivated students showed small but meaningful changes, such as doing homework regularly or answering at least once or twice during a class, even though not all students achieved the same level of improvement.

CONCLUSION

There is explored how motivational strategies can be applied in real classroom to motivate students to study more and actively in this study. The findings showed that simple but consistent actions like praising students, giving them individual support, and creating a positive learning environment can give a significant impact on students' engagement and attitudes toward learning. The author did these strategies last year in the last year that there were taught 5th-grade students at school. There was a special focus on their each attempt to learn something, encouraged them for even each little try, worked with them individually after class, praised them with little but careful presents. As a result, students changed their attitude to study, and believed themselves. There was seen that teacher's implication can play a key role in shaping learning behavior.

It was understood that motivation is not fixed, but it can be developed by well-planned pedagogical approaches. There should be created a supportive classroom climate and personal attention to make an improvement, but no need for complex programs or expensive resources. These finds support the idea of Brophy (2010) and Ryan (2000) that teachers are powerful agents of change in the learning process [1, 41].

According to the personal perspective, this study gives a particularly relevant implication for classroom teachers working with students from diverse academic backgrounds. Teachers can strengthen a sense of self-confidence, engagement, and curiosity in their learners if they integrate motivational strategies. Also, in teacher training programs, there is suggested that motivation-building techniques should be included, in that case educators are better ones to address low motivation in an effective way [12, 418].

Future studies could examine these tactics' long-term impacts, their effects on other age groups or topic areas, and the ways in which technology-based tools can be included to improve motivation even more. Overall, if students support their students intentionally and consistently, there can be built meaningful

pathways to academic success and personal growth in this study.

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