

Criteria and Indicators for Diagnosing the Motivation to Learn English Of Students of Non -Philology Education

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ARTICLE INFO

Article history:

Submission Date: 12 May 2026

Accepted Date: 06 June 2026

Published Date: 30 June 2026

VOLUME: Vol.06 Issue04

Page No. 51-53

DOI: - <https://doi.org/10.37547/social-fsshj-06-06-03>

ABSTRACT

The article proposes a system of motivational-value, cognitive-goal, activity-behavioral and reflexive-regulatory criteria for diagnosing the motivation of non-philological students to master the English language. The approach is based on indicators, diagnostic tools and levels of measurement for each criterion.

Keywords: - Motivation, English language, non-philological education, diagnostics, criterion, indicator, reflection.

INTRODUCTION

Non-philological areas of education, English is becoming a means of professional information, international communication and access to academic resources. Therefore, it is necessary to evaluate the educational outcome not only by language skills, but also by the motivational factors that develop them. J. Jalolov considers the acquisition of a foreign language through practical activities and its specific methodological nature to take necessary emphasizes. This situation Motivation diagnostics require measuring signs related to language activity and professional needs rather than general interest in learning.

Motivation is a complex construct that is manifested through needs, values, goals, self-confidence, effort, and self-control. EG'. G' oziev connects the motivational sphere with internal factors that guide activity, AK Markova and co-authors show that, along with the content of motives, it is necessary to assess their stability and real expression in activity.

METHODOLOGY

The purpose of the study is to methodologically substantiate the criteria and indicators that serve to assess the motivation of non-philological students to master the English language. The methods of theoretical analysis, comparison, componentization and operationalization of indicators were used. RC Gardner's AMTB model allows us to separately measure the attitude to language learning, motivational intensity and instrumental-integrative directions. Z. Dörnyei interprets EFL motivation as a multi-component system related to the learner, the language, and the learning situation. Deci and Ryan consider the needs for autonomy, competence, and relatedness to be important conditions for qualitative motivation.

CRITERIA AND INDICATORS

The motivational-value criterion expresses the personal and professional value of the English language for the student. Its indicators are: intrinsic interest; awareness of professional significance; desire to continue learning the

language; personal value of success; completion of the task based on a substantive need, not just for the sake of grades.

The cognitive-goal criterion concerns the student's understanding of why and for what result he is learning English. Indicators: setting short and long-term goals; realistic assessment of his own language level and needs; identifying the necessary competencies for professional tasks; choosing an appropriate strategy. In Dörnyei's L2 Motivational Self System approach, the future "Ideal L2 Self" and real learning experience are considered important motivational sources.

The activity-behavioral criterion reflects the manifestation of the motive in real behavior. Indicators: active participation in the lesson; completion of a complex task; use of additional resources; extracurricular language activity; continuation of activity after an error; communicative initiative. This criterion allows you to check the subjective answer in the content of "I want" with real learning activity.

The reflexive-regulatory criterion represents the student's ability to manage his learning. Indicators: analysis of strengths and weaknesses; time planning; strategy change; evaluation of one's own results and restoration of motivation when it decreases. E. Ushioda indicates the need to study motivation in a real socio-professional context in relation to the decision-maker.

coherence of the criteria is important: the motivational-value criterion answers the questions "why is he learning?", the cognitive-goal criterion answers the questions "what goal has he set?", the activity-behavioral criterion answers the questions "what is he doing in practice?", and the reflexive-regulatory criterion answers the questions "to what extent is he controlling his own learning?" Therefore, the diagnostic conclusion should be based not on a single indicator, but on a profile formed according to four criteria. Such a profile allows the teacher to determine which component of motivation is weak and to clearly direct the subsequent methodological impact.

DIAGNOSTICS AND LEVELS

motivation with a single questionnaire. High declarative interest may not be confirmed by real activity, and high discipline may be the result of

external control. Therefore, it is advisable to triangulate the Likert-scale questionnaire with observation, short interviews, portfolios, reflective writing, and activity on a digital platform.

Sitora Toshmatova's work on the individual-psychological approach notes the importance of intrinsic motivation, goal setting, and self-efficacy factors. The author's 2026 study showed that digital platforms had a positive impact on "increasing students' intrinsic and extrinsic motivation and increasing their engagement in lessons." This conclusion confirms the need to record behavioral indicators in addition to subjective attitudes when diagnosing motivation.

Each indicator can be measured on a scale of 1–5, but the final conclusion should not be limited to the total score. High level - awareness of the personal and professional value of the language, a clear goal, sustained effort and independent self-regulation; medium level - situational interest, a general goal and episodic independent activity; low level - characterized by the predominance of external obligations, goal ambiguity and rapid decline in activity in case of difficulty. Repeating diagnostics at the beginning and end of the semester allows you to determine the motivational dynamics and the effectiveness of methodological influence.

DISCUSSION AND PRACTICAL APPLICATION

The advantage of the proposed criteria is that they do not limit motivation to a general assessment of "high" or "low". For example, a student may have strong professional motivation, but poor ability to plan and control their own learning. Another student may have high activity in class, but this activity is more likely to be associated with assessment or control than with intrinsic interest. Therefore, creating a separate profile for each criterion will more clearly show the structure of motivation.

it is advisable to include several content-independent statements for each criterion, and to use positive and negative formulations in a balanced manner. The reliability of the diagnostic conclusion increases when the results obtained are compared with the results of pedagogical observation and educational activities. At the next experimental stage, it is necessary to statistically verify the internal consistency, content validity and component structure of the questionnaire.

Thus, the diagnostic tool becomes not only a scientific measure, but also a practical instrument that helps the teacher choose the direction of individual methodological influence.

CONCLUSION

In diagnosing the motivation of non-philological students to master the English language, it is necessary to use motivational-value, cognitive-goal, activity-behavioral and reflexive-regulatory criteria together. Such a model comprehensively assesses why the student is learning the language, what goals he sets, to what extent the motive is manifested in real activity and how much he can control his own learning. The proposed system can be used as a pre-test/post-test tool in the experimental testing of the dissertation and subsequently subjected to statistical validation.

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