



KONFERENSIYALAR COM

ANJUMANLAR PLATFORMASI

**XIII RESPUBLIKA ILMIY-
AMALIY KONFERENSIYASI**

**YANGI DAVR ILM-
FANI: INSON UCHUN
INNOVATSION G'OYA
VA YECHIMLAR**

IYUL, 2026

ISSN 3093-8791

ELEKTRON NASHR:
<https://konferensiyalar.com>



Yangi davr ilm-fani: inson uchun innovatsion g'oya va yechimlar.
XIII Respublika ilmiy-amaliy konferensiyasi materiallari to'plami.
2-jild, 13-son (10-iyul, 2026-yil).– 148 bet.

Mazkur nashr ommaviy axborot vositasi sifatida 2025-yil, 8-iyulda
C-5669862 son bilan rasman davlat ro'yaxatidan o'tkazilgan.

Elektron nashr: <https://konferensiyalar.com>

ISSN: 3093-8791 (onlayn)

Konferensiya tashkilotchisi: "Scienceproblems Team" MChJ

Konferensiya o'tkazilgan sana: 2026-yil, 6-iyul.

Mas'ul muharrir:

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Annotatsiya

Mazkur to'plamda "Yangi davr ilm-fani: inson uchun innovatsion g'oya va yechimlar" mavzusidagi XIII Respublika ilmiy-amaliy konferensiyasi materiallari jamlangan. Nashrda respublikaning turli oliy ta'lim muassasalari, ilmiy markazlari va amaliyotchi mutaxassislari tomonidan tayyorlangan maqolalar o'rin olgan bo'lib, ular ijtimoiy-gumanitar, tabiiy, texnik va yuridik fanlarning dolzarb muammolari va ularning innovatsion yechimlariga bag'ishlangan.

Ushbu nashr ilmiy izlanuvchilar, oliy ta'lim o'qituvchilari, doktorantlar va soha mutaxassislari uchun foydali qo'llanma bo'lib xizmat qiladi.

Kalit so'zlar: ilmiy-amaliy konferensiya, innovatsion yondashuv, zamonaviy fan, fanlararo integratsiya, ilmiy-tadqiqot, nazariya va amaliyot, ilmiy hamkorlik.

Barcha huquqlar himoyalangan.

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PURPOSE-DRIVEN LEARNING AND INTRINSIC MOTIVATION

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Annotation. This article examines the influence of purpose-driven learning on English language success among students. Purpose-driven learning is an approach in which learners connect their English learning process with meaningful personal, academic, or professional goals. The study highlights that having a clear purpose helps students increase their motivation, maintain consistency in learning, and overcome difficulties during the language learning process. It also creates a stronger sense of direction, making students more focused on improving their skills. The findings suggest that purpose-driven learning has a positive impact on learners' intrinsic motivation, learner autonomy, and self-regulation. Students who understand why they are learning English are more likely to take responsibility for their own learning, set clear goals, and actively seek opportunities to practice the language outside the classroom. This approach also improves long-term engagement and persistence in language learning. The article concludes that purpose-driven learning is an effective factor in improving English language success and can be used as a supportive approach alongside traditional teaching methods in English language education.

Keywords: purpose-driven learning, English language success, motivation, learner autonomy, self-regulation, English language learning

MAQSADGA YO'NALTIRILGAN TA'LIM VA ICHKI MOTIVATSIYA

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Annotatsiya. Ushbu maqolada maqsadga yo'naltirilgan o'rganishning talabalar orasida ingliz tilidagi muvaffaqiyatga ta'siri o'rganiladi. Maqsadga yo'naltirilgan o'rganish - bu o'quvchilar ingliz tilini o'rganish jarayonini mazmunli shaxsiy, akademik yoki professional maqsadlar bilan bog'laydigan yondashuv. Tadqiqotda aniq maqsadga ega bo'lish talabalarga motivatsiyani oshirishga, o'rganishda izchillikni saqlashga va til o'rganish jarayonida qiyinchiliklarni yengishga yordam berishi ta'kidlangan. Shuningdek, bu yo'nalishni kuchliroq his qiladi va talabalarni o'z ko'nikmalarini oshirishga ko'proq e'tibor qaratadi. Tadqiqot natijalari shuni ko'rsatadiki, maqsadga yo'naltirilgan o'rganish o'quvchilarning ichki motivatsiyasi, o'quvchining avtonomiyasi va o'zini o'zi boshqarishga ijobiy ta'sir ko'rsatadi. Nima uchun ingliz tilini o'rganayotganini tushungan talabalar o'z o'rganishlari uchun mas'uliyatni o'z zimmalariga olishlari, aniq maqsadlar qo'yishlari va sinfdan tashqarida tilni mashq qilish imkoniyatlarini faol ravishda izlashlari ehtimoli ko'proq. Ushbu yondashuv, shuningdek, tilni o'rganishda uzoq muddatli ishtirok va qat'iyatni yaxshilaydi. Maqolada maqsadga yo'naltirilgan o'rganish ingliz tilidagi muvaffaqiyatni oshirishda samarali omil ekanligi va ingliz tili ta'limida an'anaviy o'qitish usullari bilan bir qatorda qo'llab-quvvatlovchi yondashuv sifatida ishlatilishi mumkinligi haqida xulosa qilinadi.

Kalit so'zlar: maqsadga yo'naltirilgan o'rganish, ingliz tilidagi muvaffaqiyat, motivatsiya, o'quvchining avtonomiyasi, o'zini o'zi boshqarish, ingliz tilini o'rganish.

DOI: <https://doi.org/10.47390/yl-dif-y2026v2i13/n30>

One of the most significant advantages of purpose-driven learning is its ability to strengthen intrinsic motivation. Intrinsic motivation refers to engaging in an activity because it is personally meaningful, enjoyable, or valuable rather than because of external rewards or pressures. In the context of English language learning, intrinsically motivated learners often study because they genuinely want to communicate effectively, access international

opportunities, or achieve personal growth. Their motivation originates from within rather than from grades, examinations, or social expectations.

Many students begin learning English due to external factors such as university requirements, parental expectations, or employment demands. While these external motivations can encourage initial participation, they are often insufficient for sustaining long-term engagement. Learning a language is a gradual process that involves repeated practice, occasional frustration, and continuous effort. Without a deeper personal purpose, learners may struggle to maintain their commitment over time. [1; B.98.].

Purpose serves as a bridge between daily learning activities and future aspirations. When learners recognize that every vocabulary word learned, every listening exercise completed, and every speaking practice session contributes to a larger personal goal, they are more likely to remain engaged. A student who dreams of becoming an English teacher, international researcher, translator, or global entrepreneur often perceives language learning tasks differently from a student who studies solely to pass an examination. The same activities acquire greater meaning because they are connected to a valued future.

Furthermore, purpose-driven learners often demonstrate greater resilience when facing difficulties. Language learning inevitably involves mistakes, misunderstandings, and periods of slow progress. Students with a clear purpose are generally more willing to view these challenges as temporary obstacles rather than permanent failures. Their long-term vision provides psychological strength that enables them to continue learning despite setbacks. This resilience is particularly important in English language education, where progress is often gradual and not immediately visible. [2; B.74.].

Another important aspect of purpose-driven learning is its relationship with learner autonomy. Learner autonomy refers to the ability of students to take responsibility for their own learning process. Autonomous learners actively participate in setting goals, selecting learning strategies, monitoring progress, and evaluating outcomes. Rather than relying exclusively on teachers, they become active participants in their educational journey.

Purpose often acts as a catalyst for autonomous behavior. When learners possess a meaningful reason for studying English, they are more likely to seek learning opportunities beyond the classroom. They may watch English-language videos, read articles, listen to podcasts, engage in online discussions, or communicate with international speakers. These activities are not necessarily assigned by teachers but are voluntarily pursued because learners understand their relevance to personal goals.

In today's digital age, opportunities for autonomous language learning are virtually unlimited. Learners can access educational content through online platforms, language-learning applications, social media communities, and digital libraries. However, access alone does not guarantee effective learning. What often distinguishes successful learners from unsuccessful ones is their willingness to use these resources consistently and purposefully. A strong sense of purpose encourages learners to take advantage of available opportunities and maintain regular learning habits. [3; B.89.].

Purpose-driven learners also tend to develop stronger self-regulation skills. Self-regulation involves planning, organizing, monitoring, and adjusting learning behaviors. Students who understand why they are learning English are often more likely to create study

schedules, establish realistic goals, track their progress, and reflect on their performance. These habits contribute significantly to long-term academic success and language proficiency.

The connection between purpose-driven learning and future self-concept represents another important area of discussion. Educational psychologists have increasingly emphasized the role of future-oriented thinking in motivation and achievement. Individuals are often inspired by visions of who they hope to become in the future. These mental images can influence present behavior by providing direction and meaning.

For many English language learners, future self-concepts play a central motivational role. Students may imagine themselves studying at international universities, working in multinational companies, presenting research at international conferences, teaching English professionally, or traveling around the world. These future identities create powerful reasons for investing effort in language learning.

Purpose-driven learning strengthens the relationship between present actions and future aspirations. Learners begin to understand that their current efforts contribute directly to the realization of desired identities. As a result, studying English becomes more than an academic obligation; it becomes an investment in one's future self.

Language learning also contributes to identity formation. As learners acquire new linguistic skills, they gain access to new ways of thinking, communicating, and interacting with the world. They may gradually develop greater confidence, broader perspectives, and stronger intercultural awareness. Purpose helps learners integrate these experiences into their evolving sense of identity.

This process is particularly relevant for university students who are actively exploring their future careers and life goals. English proficiency often becomes associated with ambition, opportunity, and personal development. Consequently, learners who connect English with their future identities may demonstrate stronger commitment and persistence than those who perceive language learning as an isolated academic requirement. [4; B.55].

The importance of purpose-driven learning has become even more evident in the digital era. Modern learners have access to unprecedented amounts of information and educational content. While these resources create valuable opportunities, they also introduce significant challenges. Digital distractions, information overload, and declining attention spans can negatively affect learning outcomes.

In such an environment, purpose functions as an important source of focus and direction. Students who possess a clear reason for learning English are often better equipped to prioritize educational activities and resist distractions. They can evaluate learning opportunities based on their relevance to personal goals rather than simply following temporary interests.

Additionally, technological tools become more effective when integrated into purpose-driven learning strategies. Language-learning applications, artificial intelligence tools, online courses, and digital communication platforms can significantly enhance language acquisition. However, these technologies produce the greatest benefits when learners use them intentionally and consistently. Purpose provides the motivation necessary to transform technological resources into meaningful learning experiences.

Moreover, purpose-driven learning encourages lifelong learning habits. In a rapidly changing world, individuals must continuously adapt to new professional, social, and

technological realities. English proficiency supports this adaptability by providing access to global information, professional networks, and educational opportunities. Learners who understand the broader significance of English are more likely to continue developing their language skills throughout their lives.

The discussion above highlights several important implications for English language educators. Teachers should not focus exclusively on linguistic knowledge and technical skills. Equally important is helping students discover meaningful reasons for learning English.

One practical strategy involves encouraging learners to reflect on their future goals and aspirations. Classroom discussions, reflective writing activities, and goal-setting exercises can help students identify personal connections between English language learning and long-term objectives. When learners recognize these connections, their motivation often becomes more sustainable.

Teachers can also create learning experiences that emphasize real-world relevance. Authentic materials, project-based learning activities, and opportunities for meaningful communication can demonstrate how English functions beyond the classroom. Such experiences help learners perceive English as a practical tool rather than merely an academic subject.

Furthermore, educators should support learner autonomy by encouraging independent learning habits. Providing guidance on goal setting, time management, and self-assessment can help students take greater responsibility for their own progress. When combined with a strong sense of purpose, these skills can significantly enhance language learning outcomes. [5; B.66.].

In the contemporary digital era, where distractions are abundant and attention is increasingly fragmented, purpose has become even more essential. A clear sense of direction enables learners to focus their efforts, make meaningful use of technological resources, and remain committed to long-term educational goals. Purpose therefore functions not only as a motivational factor but also as a guiding framework that supports effective and sustainable learning.

Ultimately, the influence of purpose-driven learning on English language success should not be underestimated. While factors such as teaching quality, learning materials, and educational technologies remain important, the learner's personal sense of meaning and direction often determines whether these resources are used effectively. Educators should therefore strive to create learning environments that help students connect English language study with their personal aspirations, future careers, and broader life goals. By doing so, they can foster deeper engagement, stronger motivation, and more meaningful learning experiences that contribute to lasting language success.

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YANGI DAVR ILM-FANI: INSON UCHUN INNOVATSION G'OYA VA YECHIMLAR

XIII RESPUBLIKA ILMIY-AMALIY KONFERENSIYASI MATERIALLARI

2026-yil, 10-iyul

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C-5669862 son bilan rasman davlat ro'yaxatidan o'tkazilgan.

ISSN: 3093-8791 (onlayn)

Elektron nashr: <https://konferensiyalar.com>

Konferensiya tashkilotchisi: "Scienceproblems Team" MChJ

Konferensiya o'tkazilgan sana: 2026-yil, 6-iyul.

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