

УДК: 001.4

## **К вопросу о развитии мотивации при изучении иностранного языка**

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**Рассматривается один из важных и значимых факторов в процессе изучения иностранных языков – мотивация - как средство повышения качества знаний; рассмотрены виды мотиваций, оказывающие самое большое влияние на продуктивность учебного процесса и определяющие успешность учебной деятельности; определены принципы отсутствия мотивов учения, что неизбежно приводит к снижению успеваемости. Выделены основные приёмы, хорошо зарекомендовавшие себя на практике. Авторами представлены общие выводы и заключения по данному вопросу.**

Ключевые слова: мотивация, проблемная ситуация, нестандартные уроки, групповая работа, иностранные языки.

## **To the issue of increasing students' motivation in learning foreign language**

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**One of the important and significant factors in the process of learning foreign languages is considered a motivation - as a means of improving the quality of knowledge; the types of motivations that have the greatest impact on the productivity of the educational process and determine the success of educational activities are considered; the principles of the lack of motives for learning are defined, which inevitably leads to a decrease in academic performance. The main techniques that have proven themselves in practice are highlighted. The authors present general conclusions and conclusions on this issue.**

Keywords: motivation, problematic situation, non-standard lessons, group work, foreign language learning

### **Introduction**

Motivation is regarded as an influential element in the success of any activity. It plays a crucial role in achieving the desired goals. The results of the correlational analyses indicated that students who had positive motivation and attitudes toward language study tended to do well on the module tests and to participate actively in learning English as the second language. Students' learning behaviors were rated by teachers and language assistants subjectively, thus their ratings were not always the same. However, it was interesting and useful to hear how the teachers felt about the students' participation in English lessons and individual meetings since their evaluations were generally not used for grading

purposes. A statistically significant correlation was not found between students' motivation and attitudes and other achievement measures such as final exam scores and final grades, the lack of correlation may have been due to students having acquired "test-taking skills" by the time of the final exam. Other external factors may have been involved in determining students' final learning outcomes, as Gardner [1, p.53] anticipated.

## **Materials and methods**

One thing that students, teachers, material developers, and researchers all agree upon is that motivation is an essential part of mastering a second or foreign language. The concept of motivation seems complex since it takes a respectable number of disciplines to arrive at a reasonable understanding of its facets. Dornyei [2] believes that the complexity of the concept of motivation resides in its endeavors to explain individual's actions on behavior which cannot be accounted for by one panacea approach. The problem as Dornyei [2] asserts is not the lack of theories to explain motivation but rather the abundance of theories and models. Luckily, there is now a very substantial research literature available on the role of motivation in language learning. This article will overview as much of this research as possible, focusing on the most recent studies, and will highlight different facets of motivation. Gardner [1, p. 25] defined motivation as "the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language". He believes that motivation is concerned with the question "Why does an organism behave as it does?". According to Yeok-Hwa [5, p.15] motivation determines the extent of the learner's active involvement and attitude toward learning. According to Dornyei [2] motivation consists of three stages: pre-actional stage, in which motivation needs to be generated, actional stage, in which motivation needs to be maintained and protected, and post-actional, in which students evaluate the activity to which they are motivated. Williams and Burden [6, p. 7] also claim that motivation results from a combination of different influences, some are internal and some are external. As it seems motivation does not have a particular definition. Different people define motivation from different views and it may be due to the existence of different contexts of language learning, but the most important thing is that motivation is a key to learning a language. There are two types of motivation that should be considered when referring to second or foreign language learning. They are language learning motivation and classroom learning motivation. Language learning motivation refers to the motivation to learn or acquire a second language. According to Gardner [1, p. 24], it is considered in the socio-educational model of second language acquisition. Based on Clement [3, p.35], it is considered in the social context model. And based on Clement and Noels [4, p. 10], it is considered in the self-determination model. It is a general

form of motivation relevant in any second language learning context. It is a general characteristic of the individual that applies to any opportunity to learn the language. It is relatively stable, but it is amenable to change under certain conditions. Classroom learning motivation is what Gardner [1, p.11] represents in socio-educational model of second language acquisition, and it is also considered as an integral part of motivation in general. It refers to the motivation in the classroom situation, or any specific situation. It will be influenced by a host of factors associated with language class. So, the teacher, the content of the course, materials and facilities will influence the individual learning motivation. Gardner [3, p. 37] believes that both educational context and cultural context play an important role in the formation of motivation. In order to make the language learning process a motivating experience, teachers need to put a great deal of thought into learning programs which sustain and boost students' interest and help them to achieve their term goal. Instructors need to plan and create interesting lesson in which students, become fully attentive. The use of interesting text along with activities can help to increase the motivation level of students. It is suggested that teachers should acquire strategies that help students to learn English to benefit them in their future career. At university level this may include, any number of foreign exchange programs with other universities may help to motivate students to improve their target language proficiency. At the secondary school level, and especially in the senior years, this task may prove more difficult. For the foreign language teacher this may result in a certain level of frustration due to the general lack of interest and commitment by some students. Teachers need to create interesting lessons in which the students' attention is gained. This can sometimes be accomplished by the use of teaching strategies which are not often called upon by other teachers in mainstream subject areas. Encouraging students to become more active participants in a lesson can sometimes assist them to see a purpose for improving their communication skills in the target language. Successful communication using the target language should result in students feeling some sense of accomplishment. The use of an interesting text can also help to increase the motivation level of students in the classroom. Many texts often contain material which fails to capture the interest of students due to the heavy emphasis on vocabulary and grammar. Many foreign texts, however, which have been designed for EFL often contain topics which can create a great deal of classroom interaction and help to motivate students to develop their language skills. It is important for the instructor to take advantage of such discussion topics and help students to realize that, even though they may see no need to become proficient in a second language, the study of another language and culture can only enhance their perception and understanding of other cultures. Probably the most important way to improve motivation is to use English. Using English is fun. It is simply very enjoyable to use English to read a good book, understand a song, watch an interesting movie, get an answer to a computer problem,

exchange e-mails with a native speaker, etc. The more someone uses English, the more he will want to use it. This is great, because using English is learning English.

### **Main part and results.**

The development of the student will be more intense and productive if he is included in an activity corresponding to the zone of its immediate development, if the teaching evokes positive emotions, and the pedagogical interaction of the participants in the educational process will be trusting and reinforcing the role of emotions. To achieve good success in the schoolchildren's studies, it is necessary to make learning a welcome process [7].

Types of motivation:

#### 1. Motivation beyond learning activities

- Negative is the student's motivation caused by the consciousness of inconveniences and troubles that may arise if he does not study.

- Positive is in two forms:

- determined by social aspirations (a sense of civic duty to the country, to relatives)
- determined by narrow-minded motives: approval of others, the path to personal well-being, etc.

#### 2. The motivation behind the educational activity itself [7].

- Connected directly with the goals of learning (satisfaction of curiosity, the acquisition of certain knowledge, broadening one's horizons)

- Laid in the process of learning activities, (overcoming obstacles, intellectual activity, the realization of one's abilities)

The motivational basis of the student's learning activities consists of the following elements:

- focus on the learning situation
- awareness of the meaning of upcoming activities
- conscious choice of motive
- goal setting
- striving for a goal (implementation of educational activities)
- striving for success (awareness of confidence in the correctness of their actions)
- self-assessment of the process and results of activity (emotional attitude to activity).

Knowing the type of motivation, the teacher can create the conditions for reinforcing the corresponding positive motivation. Learning will be successful if internally accepted by the child, if needs, motives, interests are based on him, that is, has a personal meaning for him.

It is necessary to understand the general structure of motivation for learning at this age:

a) Cognitive motivation: Deep interest in the study of a school subject in elementary grades is rare, but well-performing children are attracted to various, including the most complex, subjects.

If a child in the learning process begins to rejoice that he learned something, understood, learned something, it means that he develops motivation that corresponds to the structure of educational activity. Unfortunately, even among well-performing pupils, there are extremely few children with educational and cognitive motives.

A man is enriched with knowledge only when this knowledge means something to him. One of the tasks of the school is to teach subjects in such an interesting and lively way that the child himself wants to study them and remember. Learning only from books and through conversations is rather limited. The subject is comprehended much deeper and faster if it is studied in a real environment [7].

b) Motivation for success.

In children with high academic performance, the motivation for achieving success is clearly expressed - the desire to do well, correctly complete the task, and get the desired result. In primary school, this motivation often becomes dominant. Motivation for success, along with cognitive interests, is the most valuable motive, it should be distinguished from prestigious motivation

c) Prestigious motivation.

Prestigious motivation is typical for children with high self-esteem and leadership inclinations. It encourages the student to learn better than classmates, stand out among them, be the first.

If sufficiently developed abilities correspond to prestigious motivation, it becomes a powerful engine for the development of an excellent student, who will achieve the best training results at the limit of his capacity for work and hard work. Individualism, constant rivalry with capable peers and a neglect of others distort the moral orientation of the personality of such children.

If prestigious motivation is combined with average abilities, deep self-doubt, usually not realized by the child, along with an overestimated level of claims lead to violent reactions in situations of failure.

d) Motivation to avoid failure.

For unsuccessful students, prestigious motivation does not develop. The motivation for achieving success, as well as the motive for receiving high marks are characteristic for starting school. But even at this time, the second tendency is clearly manifested - the motivation for avoiding failure. Children try to avoid the “deuce” and the consequences that the low mark entails - teacher dissatisfaction, parental sanctions.

By the end of elementary school, lagging students are most often deprived of the motive for success and the motive for getting a high mark (although they continue to rely on praise), and the

motive for avoiding failure is gaining considerable strength. Anxiety, fear of getting a bad grade gives the educational activity a negative emotional coloring. Almost a quarter of underachieving third-graders have a negative attitude to teaching due to the fact that their motive prevails [7].

d) Compensatory motivation.

By this time, unsuccessful children also have a special compensatory motivation. These are motives that are side-by-side with respect to educational activity, which allow one to establish oneself in another field - in sports, music, drawing, in caring for younger family members, etc. When the need for self-affirmation is satisfied in a certain field of activity, low academic performance does not become a source of difficult experiences for the child.

Usually a child comes to school positively motivated. So that his positive attitude towards school does not fade, the teacher's efforts should be directed to the formation of sustainable motivation to achieve success, on the one hand, and the development of educational interests, on the other.

The formation of a sustainable motivation for achieving success is necessary in order to erode the "position of the underperforming", to increase the self-esteem and psychological stability of the student. High self-esteem by underachieving students of their individual qualities and abilities, their lack of inferiority and self-doubt complex play a positive role, helping such students to establish themselves in feasible types of activity for them, are the basis for the development of educational motivation.

Motivation has the greatest impact on the productivity of the educational process and determines the success of educational activities. The lack of motive for learning inevitably leads to a decrease in academic performance, degradation of personality, and ultimately to the commission of juvenile delinquency [7].

Teachers are constantly looking for ways to revitalize the lesson:

- Passionate teaching;
- The novelty of the educational material;
- The relationship of knowledge with the fate of people;
- Demonstration of the practical application of knowledge;
- Problematic training;
- Training with computer support;
- Mutual education (in pairs, microgroups);
- Knowledge testing;
- Creating a situation of success.

## **Conclusion**

In conclusion, we should mention another factor in the formation of positive motivation, without which all of the above may simply not work. This is a friendly lesson. To do this, you need to pay attention to each student, you need to praise the children for each new, even if insignificant, but the result they obtained. The teacher should behave correctly and always come to the aid of the child. That is how we try to conduct our lessons. And this is another step, perhaps the most important on the path to the formation of positive motivation for learning.

Based on the foregoing, we can draw the following conclusions:

- 1) motivation is a particularly important and specific component of educational activity;
- 2) through motivation, pedagogical goals quickly turn into the mental goals of the trainees;
- 3) through motivation, a certain attitude of students to the subject is formed and its value significance for personal development is realized;
- 4) through the formation of positive motivation, it is possible to significantly improve the quality indicators of cognitive processes.

Without exaggeration, the formation of the motivation for learning at school age can be called one of the central problems of the modern school, a matter of social importance. Its relevance is due to updating the content of instruction, setting goals for the formation of methods for students to independently acquire knowledge and cognitive interests, and forming an active life position in them.

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