



## MOTIVATION IN LEARNING FOREIGN LANGUAGES

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**Abstract:** *Interest in the motivational aspect of learning a foreign language has increased significantly in recent years in all disciplines related to language in one way or another not only in psychology and pedagogy, but also in linguodidactics, methods of teaching foreign languages at school, and psycholinguistics. In order to properly adapt to the current situation, when Europe becomes a single multinational, multicultural and multilingual whole, representatives of society at all its levels must realize the importance of learning foreign languages, since the study of languages is a way to foster tolerance, the ability to cooperate, to achieve mutual understanding between peoples, respect for the individual regardless of his race, national, religious, political affiliation.*

**Key words:** *Motivational aspect, linguodidactics, psycholinguistics, methods of teaching foreign languages, internal motivational tendencies.*

**Аннотация:** *Интерес к мотивационному аспекту изучения иностранного языка значительно возрос в последние годы во всех дисциплинах, так или иначе связанных с языком, — не только в психологии и педагогике, но и в лингводидактике, методике обучения иностранным языкам в школе, психолингвистике. . Чтобы правильно адаптироваться к современной ситуации, когда Европа становится единым многонациональным, поликультурным и многоязычным целым, представители общества на всех его уровнях должны осознать важность изучения иностранных языков, так как изучение языков — это способ воспитания толерантности, умение сотрудничать, добиваться взаимопонимания между народами, уважения к личности независимо от ее расовой, национальной, религиозной, политической принадлежности.*

**Ключевые слова:** *Мотивационный аспект, лингводидактика, психолингвистика, методика обучения иностранным языкам, внутренние мотивационные тенденции.*

## INTRODUCTION

The problem of motivation is particularly rel to the term, the definition of the concept of "moevant in both native and foreign psychology and tivation". First of all, it is necessary to identify the methods of teaching foreign languages. On the one meaning of the concepts "motivation" and " motive"; hand, this is because the need to introduce psycho- next, it is logical to proceed to the establishment of logical research into practice, access to real human the interaction between motivation as a psychologybehavior, to its regulation, today requires knowledge cal process and the types of motives in general, as of the laws of human behavior



and, especially, in relation to a foreign language; finally, it is in relation to motives and their implementation. On the other hand, there is a need to reveal the connections between domestic and foreign psychology and methods of the internal motivational tendencies of a person to teaching foreign languages.

A review of the works of domestic and foreign is interpreted in different ways. In one case—as a set of factors that support and guide, i.e., determine behavior, in another case — as a set of motives, in different positions, and for further, broader and in-depth the third—as an incentive that causes the activity of research of motivation problems. Let's take a closer look at some of the main provisions directly related to the organism and determines its direction. Thus, S. Y. Golovin identifies the interests, values and ideals of the individual as the meaning-forming factors of motivation: "In a person, the source of the development of motives is the boundless process of social production of material and spiritual values. Such potential motives in ontogenesis are the values, interests, and ideals inherent in a given society, which, if internalized by the individual, can acquire a motivating force and become real motives" [Golovin, 2001: 381]. In addition, motivation is considered as a process of mental regulation of a specific activity, as a process of motive action and as a mechanism that determines the occurrence, direction and methods of implementing specific forms of activity, as a total system of processes responsible for motivation and activity [6].

## LITERATURE REVIEW

Motivation is an internal psychological characteristic of a person, which is expressed in external manifestations, in the attitude of a person to the surrounding world, various types of activities. The educational and cognitive motivation of younger students is their active approach to learning, the realization of the desire to learn well. In order for a child to have a strong internal motivation "I want to learn well", it is necessary that everyone says to themselves: "I can do it! I will succeed!»

There are five other types of motivation:

1. Target motivation—what is needed for this activity, what it is aimed at and with the help of which it is carried out, is well absorbed.
2. Motivation for success — if the subject "succeeds", then it is studied with double interest. Motivation in learning foreign languages increases significantly if



the prospects for using knowledge are realized not only in the classroom, but also in extracurricular activities.

3. Regional motivation-the language quickly reacts to all social changes in the life of a particular country. It reflects the customs and customs of the country. All this is of great value for understanding the social nature of language.

4. Aesthetic motivation helps to make learning a language a pleasure.

5. Instrumental motivation takes into account the temperament of students and allows each student to express themselves in their favorite type of work. [2, 95]

Whether we know it or not, every moment of our lives we are motivated to do something: whether to satisfy physiological needs (to eat, to sleep) or spiritual needs (to write poetry, to go to the theater, to paint landscapes). If there is no motivation at all, it means that the person is dead. If a person knows that he needs to achieve something, that is, he is motivated to satisfy his need — he can move mountains. In a fight, the winner is not the one who is stronger in physical parameters, but the one who wants to win more. A sports team can have talented players, but playing is gray and faded. To win, you need the will to win, that is, motivation. The history of wars can provide many examples when a superior and better-armed army lost a battle because it was less motivated to win.

The problem of motivation in teaching arises in every school subject. However, the problem of motivation to learn foreign languages in secondary school is particularly acute. Researchers of the question of motivation give data on its decline from class to class. At the same time, it is noteworthy that until the moment of learning a foreign language and at the very beginning, students usually have high motivation. They want to express themselves in a foreign language with their peers; it is tempting to recite poems and sing songs in a foreign language; reading, learn about other countries. Many children see in learning a foreign language something "adventurous", penetration into a new unfamiliar world; the opportunity to reincarnate is attractive: "I am a speaker of my native language", "I am a speaker of a foreign language". In short, almost everyone has a desire to speak a foreign language, to be able to communicate directly, through a book and correspondence. But now the process of mastering a foreign language begins and the attitude of students changes, many are disappointed. After all, this process involves a period of accumulation of "building material", a stage of inevitably



primitive content, overcoming various difficulties, which postpones the achievement of the goals that were dreamed of. [4, 23]

The successful start of learning a foreign language contributes to the creation of a high motivation to learn foreign languages. The success of teaching and the students' attitude to the subject largely depend on how interesting and emotional the teacher conducts the lessons. Of course, in the process of teaching foreign languages to primary school students, the game is of great importance. The more appropriate the teacher uses game techniques, visual clarity, the more interesting the lessons are, the more firmly the material is absorbed.

In terms of methodological continuity, it is desirable to ensure a smooth transition of children from one stage of education to another, avoiding the loss of formed skills and injuring children as little as possible. This can be most easily achieved if, throughout the entire course of learning a foreign language, you adhere to a single learning strategy that ensures clear formulation and achievement of the learning goals of each stage in the interaction between them. This interaction is achieved through end-to-end programs and the use of manuals that consistently lead the child from preschool to primary school and from primary school to secondary school.

Mastering a foreign language at school involves intensive activity of the student. One of the factors of ensuring the student's performance is the appropriate motivation. Among the aspects that increase the level of motivation, it is necessary to highlight, first of all, the constantly maintained interest of students in the process of mastering a foreign language, its effectiveness, as well as the use of various teaching methods that meet the needs of middle-level students in the novelty of the material studied and the variety of exercises performed. The use of a variety of teaching methods helps to consolidate language phenomena in memory, create more persistent visual and auditory images, and maintain the interest and activity of students. Let's look at some techniques for developing motivation to learn a foreign language at the secondary level of education.

O. A. Kolesnikova notes that "the role-playing game is a conditional reproduction by its participants of real practical activities of people, creates conditions for real communication, so the effectiveness of training here is primarily due to the explosion of motivation, increased interest in the subject" [3, 14]. Further, the author details the positive aspects associated with the use of role-playing games in the lesson: "role-playing motivates speech activity, as students



find themselves in a situation where the need to say something, ask, find out, prove, share something with the interlocutor is actualized. Unlike a dialogue or a play that teaches how to say something, a role-playing game answers the questions of why (motive) and why (goal) you need to say something" [3, 14]. Thus, the focus of students' attention becomes the content of the conversation, which helps students to clearly see that the language can be used as a means of communication and, as a result, role-playing contributes to the formation of students' communicative competence, the necessary communication skills in a foreign language: "In games, students master such elements of communication as the ability to start a conversation, support it, interrupt the interlocutor, at the right time to agree with his opinion or refute it, the ability to purposefully listen to the interlocutor, ask clarifying questions" [3, 15].

## **DISCUSSION**

In addition, the author notes that "the game activates the desire of children to contact each other and the teacher, creates conditions for equality in speech partnership, destroys the traditional barrier between teacher and student; the game allows timid, insecure students to speak and thereby overcome the barrier of uncertainty" [3, 15], thereby making a certain contribution to the formation of educational cooperation and partnership in the classroom. Semyonova also notes the significant educational opportunities of role-playing games: "Role-playing can be regarded as the most accurate model of communication, since it imitates reality in the most essential features and in it, as in life, the speech and non-speech behavior of partners is intertwined" [5, 16].

The use of these methods and techniques is effective in the event that students' interest in learning a foreign language decreases, then it is possible to arouse their cognitive interest, to awaken them spiritually. All children are close to the spirit of knowledge, the spirit of communication and teamwork, and they need to express themselves in creativity, fantasy, play, competition.

## **RESULTS**

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 [3] anticipated. 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 can not 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 [3] 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] 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] 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 [3], it is considered in the socio-educational model of second language acquisition. Based on Clement [1], it is considered in the social context model. And based on Clement and Noels [4], 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 [3] 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] 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.

## **CONCLUSION**

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.

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