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Svitlana MAKUKHINA,

orcid.org/0000-0001-6269-8406

Senior Lecturer at the Department of Public Administration, Law and Humanities

Kherson State Agrarian and Economic University

(Kherson, Ukraine) makukhina.svetlana@gmail.com

THE IMPACT OF MOTIVATION ON FOREIGN LANGUAGE LEARNING

This article examines the importance of motivation in the process of teaching a foreign language at the university and the factors influencing it. The higher the student's internal and external motivation, the easier it will be for him to overcome the language barrier. Motivation plays a crucial role in learning foreign languages. There exists an objective need of searching for optimal ways to improve it in the field of education. Evidently, a foreign language is considered to be the main means of intercultural communication. Therefore, the modern methodology focuses on the need to strengthen motivational aspects when learning a language. The problem of motivation in learning foreign languages is considered, since studying this particular subject requires the student to have a certain base and special communication abilities. This usually causes some difficulties for students and their motivation decreases. Motivation is seen as a stimulus to start learning a foreign language, and later as a driving force to support a long and often exhausting process of learning a foreign language. The connection between motivation and learning content is also emphasized. Motivation is defined as one of the components of learning, an important element of the holistic learning process. Emphasis is placed on the need for the teacher to understand the motives of students, the ability to correctly identify them and intelligently manage them to intensify the learning process. Different methods, ways and means of motivation increasing for studying English such as using communicative activities, watching videos, singing, listening songs, interactive exercises, reading different texts in original using Internet resources are considered in the article. Generalized conclusions are made on ways to increase motivation. It is considered important to increase the motivation to learn the language taking into account the individual psycho-physiological characteristics of students.

Key words: *motivation, types of motivation, foreign language, communication, motives.*

Світлана МАКУХІНА,

orcid.org/0000-0001-6269-8406

старший викладач кафедри публічного управління, права та гуманітарних наук

Херсонського державного аграрно-економічного університету

(Херсон, Україна) makukhina.svetlana@gmail.com

ВПЛИВ МОТИВАЦІЇ НА ВИВЧЕННЯ ІНОЗЕМНОЇ МОВИ

У статті розглянуто значення мотивації у процесі навчання іноземної мови в закладах вищої освіти та фактори, що впливають на неї. Зазначено, що чим вище внутрішня та зовнішня мотивація здобувача, тим легше йому буде подолати мовний бар'єр. Наголошено на об'єктивній необхідності пошуку особливих методик та новітніх підходів для вдосконалення сфери освіти. Очевидно, що іноземна мова вважається основним засобом міжкультурного спілкування. Акцентовано увагу на необхідності посилення мотиваційних аспектів при вивченні англійської мови, беручи до уваги статус мови та дані прагмалінгвістики. Проаналізовано проблему мотивації у вивченні іноземних мов, оскільки вивчення саме цього предмету вимагає від здобувача вищої освіти певної бази та спеціальних комунікативних здібностей. Зазвичай це викликає певні труднощі у здобувачів і знижує їх мотивацію. Мотивацію розглянуто як стимул до початку вивчення іноземної мови, а згодом як рушійну силу для підтримки тривалого і часто виснажливого процесу вивчення іноземної мови. Також підкреслено зв'язок між мотивацією та змістом навчання. Визначено, що мотивація є важливим елементом цілісного процесу навчання. Акцентовано увагу на необхідності розуміння викладачем мотивів здобувачів, умінні правильно їх виявляти та розумно ними керувати для інтенсифікації освітнього процесу. Велике значення для підвищення мотивації до вивчення мови надано урахуванню індивідуальних психофізіологічних особливостей здобувачів. В роботі розглянуто різні методи, шляхи та засоби підвищення мотивації до вивчення англійської мови, такі як використання комунікативних дій, перегляд відео, спів, прослуховування пісень, інтерактивні вправи, читання різних текстів в оригіналі з використанням Інтернет-ресурсів. Зроблено узагальнені висновки щодо шляхів підвищення мотивації.

Ключові слова: *мотивація, види мотивації, іноземна мова, комунікація, мотиви.*

Problem setting. In the modern world, of successful communication. Studying English, knowledge of foreign languages is a key aspect which is recognized as an international language,

occupies a priority position in solving the issue of communication with representatives of other countries and cultures. The process of teaching a foreign language is a multidimensional concept that includes a number of tasks for the formation of a secondary linguistic personality of the student, capable and motivated to participate in intercultural communication. The success of mastering and acquiring a set of competencies in relation to a foreign language depends on how much effort and time a person puts into achieving this goal, as well as on the degree of desire to realize this goal. The use of motivation allows us to identify the internal reserves of an individual and influence the productivity of his activities.

Analysis of recent researches and publications.

Motivation is considered as the main driving force in learning a foreign language, the motives of which relate to the subjective world of the individual and are determined by his internal motives. According to linguist Z. Dörnyei, motivation is a type of desire to learn. Dörnyei also emphasizes that in order to learn a foreign language, students must have a desire to learn the language. Motivation is the main impetus for starting to learn a foreign language, and in the future it becomes the main driving force for continuing the long-term learning process (Dörnyei, Ryan, 2008: 115). Let us now consider the interpretation of this term by scientists. Scientists have defined the concept of “motive” as follows: A. Maslow believes that a motive is a set of needs, K. Viliūnas considers the conditions of existence as a motive, Jo Godefroid argues that a motive is a goal that a subject must achieve. Therefore, this concept requires an integrated approach, taking into account all possible aspects. Wikipedia defines “motive” as follows: “A motive is a reason that motivates people to take a particular action”. Motivation is also interpreted in different ways: as a process of mental regulation of a certain activity, as a process of movement of motives and as a mechanism for the emergence, direction and methods of specific activities, the line is described by scientists as a set of motives that are the trigger for actions. Thus, based on the research and findings of scientists, the following definitions can be given to the concepts of motive and motivation. The concept of “motivation” (from the Latin *movēre* – “to move”) came to linguistics from psychology, where they distinguish between “motive” and “motivation”, emphasizing the narrower characteristics of the first one.

The purpose of the study is to identify students’ motives for learning foreign languages.

Presentation of the main material. Motivation plays a fundamental role at all stages of learning

a foreign language. The motive in educational motivation is the students’ focus on certain aspects of the educational process: for example, gaining knowledge, getting a good grade, receiving praise from parents, or building desired relationships with peers. Considering the changed status of foreign languages as a means of communication (digital communication is actively used) and mutual understanding in the world community, modern methods especially emphasize the need to strengthen the pragmatic aspects of language learning. This includes not only achieving high-quality results in mastering foreign language communication, but also the desire to find a real connection with another culture and its representatives (Довгань, 2009: 96).

Academic motivation is determined by a number of factors: the educational system, educational institution, organization of the educational process, individual characteristics of the student (gender, age, intellectual abilities, self-esteem), personal characteristics of the teacher and his attitude to teaching, the specifics of the educational subject. Speaking about the types of motivation, we distinguish between external and internal.

External motivation means that your motivation to attain your goal comes from a source outside yourself. A student can be driven by the motive of achievement, the desire to achieve success in learning a language, to receive a high grade, diploma, award at a competition, or by the motive of self-affirmation, when it is important to earn the approval of other people and achieve a certain status in society by studying a foreign language.

Internal motivation means that your motivation to accomplish your goal comes from within you. It is determined by your own values and goals.

There are four elements of internal motivation for activity:

- desire for novelty. Two types of novelty are distinguished: absolute, which has not been encountered in a person’s past experience, and novelty, as an unusual combination of familiar stimuli (has greater attractiveness). For students of non-linguistic specialties studying a foreign language, their main specialization can be used to teach material already familiar to them in their core disciplines; minor additions of new information are possible. Thus, students will understand the importance of language acquisition, and will also learn a lot about their major in a foreign language, which will broaden their horizons;

- desire to explore the world. The feeling of pleasure from doing something well is the strongest motivator of internally motivated activity. This skill

and efficiency can only be achieved through training. Under favorable conditions, a person will have internal motivation to learn something new. Students should be aware, and most importantly, feel that they are learning something new and useful, feel progress;

– the desire for self-determination as one of the specific human forms of manifestation of internal motivation appears in the form of the individual's desire to feel himself as the source of his activity, to be the master of himself, his activity, and its results. Students should feel that not everything depends only on the teacher, but be responsible for their activities, draw conclusions and improve and correct them with the help of the teacher;

– self-realization, self-actualization. Self-realization can be carried out in different types of activities. For example, a teacher can invite students to complete various types of creative tasks in groups or individually for self-realization. It is the main, motivating force of the individual's activity, where ultimately a sense of competence, effectiveness and self-determination is manifested.

In relation to learning a foreign language, the following variations of internal motivation are distinguished: communicative (direct communication in the target language), linguistic-cognitive (positive attitude towards the language) and instrumental (positive attitude towards various types of work). The communicative type of internal motivation is decisive when mastering a foreign language, since it contains the first and natural need – communication (Kegan, 2012: 110). Ability to communicate, read and write in a foreign language, understanding foreign speech are basic communication needs. A foreign language lesson has its own specifics, since the main goal of teaching is the formation of students' communicative competence. Speech warm-up at the beginning of the lesson already represents a communicative preface, and speech tasks during the lesson strengthen its communicative focus. Acceptance of the task by the student is the starting point for the emergence of motivation. At the same time, it is important to emphasize the teacher's skill formulate the task of the lesson based on the level of language training of students and their age characteristics (Малінка, 2009: 117). Modern didactics requires a foreign language lesson to have a specific conversational topic with a stated problem and use such collective forms of learning as work in pairs, groups, dramatization, role-playing games. Collective forms of work are desirable in the classroom, since they correspond to the very essence of language as a means of communication, which presupposes the presence of partners. It is worth noting the difficulties

in maintaining communicative type motivation in the atmosphere of the native language, when a foreign language acts as a kind of artificial means of communication and the so-called "real situations" are inauthentic in nature. Teaching a foreign language based on communicative tasks introduces students to a foreign language culture and participation in the dialogue of cultures, which is currently considered the global goal of mastering a foreign language. Maintaining students' interest in language as such refers to linguistic-cognitive internal motivation. This type of motivation is formed directly through the stimulation of search activity in language material and the development of linguistic conjecture, as well as indirectly through communicative motivation. Students' positive attitude towards certain types of work forms instrumental motivation. The main task of the teacher is not to familiarize students with working on the language material contained in the textbook, but to manage their independent activities. Thus, the teacher determines the specific goal that students should achieve during their acquaintance with the language material, thereby serving as a source of information, and helps students concentrate their attention on important aspects of the language material, performing the function of managing the process of skill formation and development. Instrumental motivation takes into account the temperament of students and gives each of them the opportunity to express themselves in the work that they most like (Рідель, 2017: 449).

Academic motivation is a necessary condition for a successful educational process. It is necessary to encourage students to be active and maintain their interest in the language they are learning, since this deepens thinking and facilitates the perception of material and memorization. Considering motivation as the main driving force in learning a foreign language, it is important to note that motives always refer to a person's internal motivations. Thus, the formation of learning motives is the creation by the teacher of conditions under which the student has an internal desire to learn a foreign language. In order to create in a student a desire to achieve the intended goal, the teacher must have a genuine interest in his activities and be objective about the successes and failures of students. Every student must be motivated to succeed, and this is the primary task of the teacher. To solve it, the teacher should from time to time mentally put himself in the place of his student. Then additional opportunities will open up to understand the motives of his activities, as well as ways of their development and adjustment. A necessary condition for such an imaginary "reincarnation" is a good

knowledge of your students. The success of learning and the attitude of students to the subject are largely determined by how interesting and emotional the teacher conducts the lesson (Яцишин, 2003: 310).

The main problem of motivation is not how to initially form it, but how to subsequently maintain and increase it. The following conditions can contribute to success here:

- development of a special system of exercises, performing which students would feel the result of their activity;
- involving the emotional sphere of students in the learning process;
- a thoughtful set of measures of pedagogical influence, in particular availability of incentives and reinforcement of results;
- use of audiovisual media in lessons;
- the use of personal individualization;
- development of a system of extracurricular activities that enhance interest in learning the language.

Some authors highlight the following aspects of teaching that help increase positive motivation:

- involving students in independent work in class;
- the problematic nature of the tasks and situations proposed for discussion;
- control of knowledge, skills and abilities;
- use of educational games;
- attraction of regional studies material.

Some of the problems that students most often encounter and that reduce their motivation to learn include the following:

- lack of linguistic and speech means to express one's own thoughts and ideas in a foreign language;
- fear of making a mistake;
- lack of understanding of how to perform a specific task;
- lack of interest in the topic being discussed or the subject in general;
- monotony of tasks;
- fatigue from prolonged communication in a foreign language;
- factors related to the individual physiological and psychological characteristics of students.

Timely identification of each of these problems allows the teacher to eliminate it as quickly as

possible and maintain the educational motivation of the student group at a consistently high level. A large role in increasing motivation is played by various types of work used by the teacher in the classroom: lessons-discussions of various topics; online communication lessons (effective as a self-study option); round tables; mini-conferences in groups; lessons-tests; presentation lessons. Personally-oriented learning, collaborative learning, and project-based methods, to a certain extent, make it possible to solve the problem of motivation and create a positive attitude towards learning a foreign language, when students learn with passion and the potential capabilities of each student are revealed. Using information resources on the Internet, it is possible, by integrating them into the educational process, to more effectively solve a number of didactic tasks in the classroom: improve listening skills; expand your vocabulary; to form sustainable motivation for foreign language activities.

Conclusions. Motivation plays a leading role in learning a foreign language. Based on this, the teacher must possess all the currently available means of its formation and ways of increasing it in the conditions of a particular educational institution. Motivation is a side of the student's subjective world; it is determined by his own motives and preferences, perceived needs. First of all, the formation of motivation is the creation by the teacher of conditions for the manifestation of internal motivations for learning, awareness of them by the students themselves and further self-development of the motivational-value sphere. Motivation is crucial for activating all psychological processes – thinking, perception, understanding and assimilation of foreign language material. Thus, it is necessary to increase the level of motivation, promoting the development of intellectual activity in foreign language learners and ultimately striving to increase the efficiency of the learning process.

The development of educational motivation is a purposeful and long-term process. The systematic use of various methods of increasing learning motivation strengthens students' desire to acquire knowledge and creates a sustainable interest in mastering a foreign language.

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