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PSYCHOLOGICAL AND PEDAGOGICAL METHODS OF FORMING FOREIGN LANGUAGE LEARNING POSITIVE MOTIVATION

The article examines psychological and pedagogical methods for fostering positive motivation for foreign language learning among students in non-linguistic specialties, in the context of modern educational challenges and globalization. It highlights the growing importance of foreign language proficiency as a key component of professional competence and competitiveness, emphasizing that learners' academic success is primarily determined by the quality of the instructor's motivational support. The review of scholarly literature demonstrates that both international and Ukrainian researchers – such as D. McGregor, Z. Dörnyei, R. Gardner, W. Lambert, N. O. Aristova, L. I. Dovganny, and O. O. Malinka – have significantly contributed to understanding the nature, structure, and mechanisms of learning motivation. Their work underscores the teacher's role as a central motivational agent and the necessity of systematic, well-designed instructional strategies to foster intrinsic motivation and support autonomous learning.

The article analyzes key theoretical models, including Maslow's hierarchy of needs, Alderfer's ERG theory, Vroom's expectancy theory, Adams's equity theory, Locke's goal-setting theory, as well as McGregor's and Ouchi's management theories, demonstrating their applicability to foreign language instruction. Special attention is given to Gardner and Lambert's distinction between integrative and instrumental motivation and Dörnyei's three-level motivational framework, which integrates language-related, learner-related, and situational factors. Ukrainian scholars' contributions are presented through models that emphasize the development of cognitive interest, the neutralization of negative attitudes toward language learning, and the implementation of organizational-didactic approaches tailored to students' linguistic needs.

The findings indicate that effective motivation formation requires a supportive learning environment, transparent assessment practices, thoughtful curriculum design, age-appropriate content selection, and the integration of modern educational technologies. The article concludes that positive motivation arises from a deliberate, multifaceted pedagogical process that combines professional instructor competence, systematic feedback, conditions conducive to self-realization, and continuous learner engagement.

Key words: *foreign language learning motivation, psychological and pedagogical methods, intrinsic and extrinsic motivation, cognitive development, educational technologies.*

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ПСИХОЛОГО-ПЕДАГОГІЧНІ ПІДХОДИ ДО ФОРМУВАННЯ ПОЗИТИВНОЇ МОТИВАЦІЇ У ВИВЧЕННІ ІНОЗЕМНОЇ МОВИ

Стаття присвячена аналізу психологічних і педагогічних методів формування позитивної мотивації до вивчення іноземної мови у студентів немовних спеціальностей в умовах сучасних освітніх викликів та глобалізації. Акцентовано, що володіння іноземною мовою стає важливою складовою професійної компетентності та конкурентоздатності, а навчальні досягнення здобувачів значною мірою залежать від ефективної мотиваційної підтримки викладача. У літературі висвітлено підходи зарубіжних і українських учених, зокрема Д. МакГрегора, З. Дернї, Р. Гарднера, В. Ламберта, Н. Арістової, Л. Довгань та О. Малінки, які досліджують природу та механізми навчальної мотивації. Їхні роботи підкреслюють ключову роль викладача як джерела мотиваційного впливу та необхідність системних дидактичних стратегій, спрямованих на розвиток внутрішньої мотивації й автономності студента.

Проаналізовано основні теоретичні моделі мотивації: ієрархію потреб Маслоу, теорію ERG Альдерфера, теорію очікувань Врума, теорію справедливості Адамса, теорію постановки цілей Локка, а також управлінські концепції МакГрегора й Оучі, показано їх релевантність процесу викладання іноземної мови. Окреслено значення дихотомії інтегративної й інструментальної мотивації (Гарднер, Ламбер) та трирівневої мотиваційної моделі Дернї. Українські дослідники роблять внесок у розробку організаційно-дидактичних моделей, спрямованих на розвиток пізнавального інтересу та подолання негативного ставлення до вивчення мови.

Зроблено висновок, що формування позитивної мотивації потребує підтримувального освітнього середовища, прозорих критеріїв оцінювання, продуманого змістового наповнення, використання сучасних цифрових технологій і систематичного зворотного зв'язку.

Ключові слова: мотивація до вивчення іноземної мови, психологічні та педагогічні методи, внутрішня й зовнішня мотивація, когнітивний розвиток, освітні технології.

Problem statement. The importance of learning English in the modern world cannot be overstated. English has become the lingua franca of international communication, science, technology, and business. Mastery of English allows students to access global knowledge, participate in international academic and professional collaborations, and enhance their competitiveness in the labor market. For students in non-linguistic specialties, proficiency in English is not only a tool for effective communication but also a key factor in professional development, enabling them to engage with contemporary research, technological innovations, and global best practices. Consequently, fostering positive motivation for English learning is a critical task for educators, as it directly influences students' academic success, professional readiness, and lifelong learning skills.

The globalization of all spheres of human activity necessitates the establishment and reinforcement of international contacts, as well as the development of effective verbal communication within the global

scientific and professional community. Proficiency in and readiness to use a foreign language in professional contexts have become hallmarks of a highly qualified and competitive specialist. The growing prestige of foreign language mastery, coupled with its increasing importance in the global arena and the expansion of international connections, alongside socio-cultural and political transformations, imposes specific requirements on the level of linguistic competence expected from undergraduate and graduate students in technical disciplines.

It is widely acknowledged that learners' success or failure is largely contingent upon the motivational component of the instructional process orchestrated by the teacher. A review of the literature indicates that scholars do not share a unanimous perspective on the essence and role of motivation in foreign language teaching. Nevertheless, the prevailing consensus is that motivation constitutes a system of incentive-based actions aimed at generating interest in the in-depth study of specific content, promoting

result-oriented behavior, self-realization, and autonomous learning.

Remarkably sustained motivation for learning, particularly for language acquisition, rarely arises spontaneously. Consequently, it is imperative to employ a diverse array of methods to foster positive cognitive motivation, ensuring both the initiation and maintenance of effective learning. Foreign language instructors face the challenge of selecting an appropriate repertoire of strategies that cultivate students' intrinsic motivation, both during classroom instruction and in preparation for independent academic and professional tasks.

Review of recent research and publications. Both international and Ukrainian scholars have extensively examined the theoretical foundations of motivation. Among the foreign researchers, D. McGregor, Z. Dörnyei, R. Gardner, and W. Lambert have made significant contributions. Their work has shaped the understanding of human motivation, goal setting, expectancy, equity, and integrative versus instrumental motivation in language-learning contexts.

Ukrainian researchers, including Aristova N. O., Dovganny L. I., Malinka O. O., and others, have examined the adaptation of international motivational theories to the Ukrainian educational context. They emphasize the pivotal role of the teacher in fostering positive motivation and in implementing systematic instructional strategies that promote autonomous language learning. Specifically, Dovganny L. I. identifies the key conditions for developing students' cognitive interest in foreign language study as the foundation of learning motivation (Dovganny, 2009: 96). Malinka O. O. highlights the importance of neutralizing negative attitudes toward foreign language learning in non-linguistic educational institutions and focuses efforts on cultivating positive motivation for study. (Malinka, 2009: 115).

The main body. The foundational theories of motivation, subsequently expanded by numerous domestic and international scholars in pedagogy and educational psychology, provide a conceptual framework for these strategies.

1. Hierarchy of Needs and ERG Theory – Abraham Maslow and Clayton Alderfer

Maslow's hierarchy of needs and Alderfer's ERG theory posit that human motivation is structured around three primary dimensions:

- Existence needs (E) – corresponding to physiological and safety needs;
- Relatedness needs (R) – corresponding to social belonging and interpersonal relationships;
- Growth needs (G) – corresponding to cognitive development and self-actualization.

Within the European Language Competence Framework, foreign language proficiency at the A1 level satisfies lower-level personal needs (Maslow) or existence needs (Alderfer); proficiency at A2–B1 levels addresses mid-level needs (Maslow) or relatedness needs (Alderfer); and proficiency at B2 level fulfills higher-order needs (Maslow) or growth needs (Alderfer).

2. Expectancy Theory – Victor Vroom. According to Vroom, individuals evaluate the likelihood that their current behavior will lead to specific future outcomes. Motivation arises from this expectancy, guiding behavior at a given moment:

$$\text{Effort} + \text{Performance} + \text{Reward} = \text{Motivation}$$

3. Equity Theory – John Adams. Equity theory emphasizes the comparison between an individual's input (effort) and output (reward) with that of others ("referent others"). Positive cognitive motivation is sustained when participants perceive rewards as fair. In pedagogical practice, clear assessment criteria and transparent grading systems during both individual and group activities (e.g., dialogues, discussions, and project-based work) are critical to maintaining equitable motivation.

4. Goal-Setting Theory – Edwin Locke. Locke's theory posits that the formulation of clear, challenging, yet achievable goals, complemented by timely feedback, enhances positive motivation. In preparing students for assessments, tasks slightly above their current proficiency level stimulate engagement and promote progressive skill development.

5. Theory X, Theory Y – Douglas McGregor; Theory Z – William Ouchi. Effective leadership in educational settings requires accounting for individual potential and choosing appropriate organizational approaches: authoritarian (controlled), democratic (incentive-based), or social (peer-mediated). In foreign language instruction, a methodical integration of X, Y, and Z approaches – monitoring competence levels (X), accommodating individual abilities (Y), and applying lexical-grammatical exercises through collaborative and project-based activities (Z) – optimizes learner motivation.

Gardner R. and Lambert W. offer a structured classification based on the interplay between language learning and target-culture orientation, distinguishing integrative motivation (driven by the desire to immerse in the culture and communicate fluently with native speakers) and instrumental motivation (driven by pragmatic goals, such as career advancement). (Gardner & Lambert, 2012: 234). Aristova N. presents an organizational-didactic model for forming motivation to learn a foreign language, aimed at ensuring the effective acquisition of foreign-language knowledge and skills by students. (Aristova, 2015: 125).

Dörnyei Z. proposes a comprehensive model encompassing three interrelated levels:

1. Language level – language, community, and cultural values;
2. Learner level – personal attributes and cognitive processes;
3. Learning situation level – curricula, teaching methodologies, materials, instructors, and group dynamics. (Dörnyei, 2002: 421).

Research consistently underscores the teacher's pivotal role in fostering positive motivation. Instructors lacking the requisite professional competencies increase the risk that learners will develop negative motivational patterns.

Conclusions. Motivation can be conceptualized as a structured set of systematic, incentive-driven actions designed to stimulate interest in the in-depth study of specific material or aspects, while promoting goal orientation, self-realization, and autonomous learning. In this context, the instructor functions as a critical motivational agent, fostering an environment of mutual respect between teacher and students.

Continuous encouragement is essential, as it rewards learners for their sustained effort throughout the educational process.

A supportive and collegial classroom climate, underpinned by trusting relationships and an instructor who serves as a facilitator, significantly enhances students' motivation to acquire a foreign language. The teacher must possess the requisite professional competencies and strategically organize the discipline to foster active, positive motivational attitudes toward language learning.

This objective can be achieved through rigorous curriculum analysis, the deliberate design of educational content tailored to students' age-specific characteristics and language proficiency levels, and the structured organization of cognitive activities both in-class and during independent study, employing a balanced combination of individual and collaborative learning methods. The integration of modern digital technologies within the instructional process, complemented by a methodically designed system of feedback and reflection, further ensures the cultivation and sustainability of positive learner motivation.

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