

MOTIVATION IN FOREIGN LANGUAGE LEARNING

Importance of motivation among students and teachers and their cooperation is crucial nowadays. It is an important element for modern development if both teachers and students want to be up-to-date. It is necessary to pay attention to feedback from both sides. Teachers are the source of knowledge that can be shared with the students and other teachers. In cooperation and collaboration they find the ways to work on external and internal motivation.

Students need more motivation than they have as they need to set goals and achieve them with proper confidence. They ought to become motivation-oriented with positive examples of their teachers and peers. Students are very much influenced and the task of a teacher is to be a facilitator and assist with choosing proper motivational behaviour. The perception of studying value has to be supported by both parties. The issues seem to be very simple and understandable for educators, still necessary to be discussed and solved taking into account fast changing modern world conditions. Students lack confidence and are ready to give up because they see no present connection with language acquisition and achieving their future goals.

Seeing best practices results makes students feel motivated not only for the present moment, but also for a long-term perspective situation.

Key words: motivation; behaviour; knowledge management; learning, interest; feedback.

Knowledge and the process of learning and teaching have become a highly discussed issue all over the world. Nowadays we are greatly concerned with the question of motivation that leads to knowledge obtaining. What is more important for teachers is knowledge sharing. Living in technological era makes people feel some necessity of being up-to-date.

Literature overview. Foreign language learning has always been a topic for discussion. Both teachers and researchers have considered motivation as one of the key factors in foreign language teaching and learning. Motivation has been mentioned and discussed in second language teaching for decades since Gardner in 1962 [2].

The word motivation derives from the Latin word «*movere*» and stands for «*to move*». As Paul R. Pintrich & Schunk Dale H state, the main idea about motivation that it is something that makes us keep going, developing, doing our job. While a variety of definitions of the term «*motivation*» have been suggested, this paper will use the definition suggested by MC Donough who saw it as, «*motivation is what moves us to act, in this context to learn English, to learn to teach English, or to teach it*» [5]. He describes motivation as a «*property of the learner*» which can also come from a teacher. If people are less motivated it is possible to influence them.

Motivation may vary in form and way of expressing, but it has always been a certain impetus at the beginning of acquiring a foreign language and one of the most important features on a long and tedious way of learning, plateau and success. It takes time to see what else can provide more results other than motivation to a great extent. Without sufficient motivation, students with remark-

able abilities and desire to learn cannot accomplish long-term goals. Neither proper curricula nor teaching methods and techniques can ensure any achievements. Regardless of language learning, aptitude achievements count for individual differences. There have been various attempts to shed a new light on the subject of motivation. A renewed interest to the process of foreign language learning and teaching has led to paying attention to new terms and concepts due to broadening the scope of theory and practice.

Motivation is a complex versatile system. Different approaches are used to explain the essence of this phenomenon. This system can be studied from different aspects, which gives us various ideas to enrich understanding basis and not to forget about practical point.

The purpose. Thus, it is necessary to find the answers to the questions: What is motivation? What is known about the paradigm of motivation? And what about educational implication in educational purpose of foreign language acquisition?

We often speak about motivation as the main challenge that a teacher has to overcome. Being teachers we forget how much it matters for students to be interested not only in the subject but what is more important in the process of learning. It should not be some kind of obligation that is put on them during the process of studying. As teachers we think that we control the situation in the class but it is quite different because without students' interest there is no use trying to move on [1]. How is it possible to generate motivation and why is it so important especially for teaching and learning English?

First, it is necessary to have some knowledge that you can share. The next step which is about collaboration means to create knowledge within the system. It is stated that «...knowledge management is fundamentally about making the right knowledge or the right knowledge sources (including people) available to the right people at the right time» [2]. Sharing is one of the initiatives we all have to keep in mind. It will make us perfect leaders. It can turn the routine of teaching into the adventure of searching constant improving the working conditions and understanding what we all are doing.

As for the knowledge management tools used in universities and at work in general I can say that people are trying to do their best to use some of these to facilitate the process. Every department is responsible for its work. Sometimes, still, it is necessary to communicate face-to-face to solve the problems or to discuss something.

As for non computer based tools people are arranging some meetings and conferences, sometimes some kind of exhibitions where they can show the achievements of the students and share some experience and knowledge in a particular sphere with others.

Concerning the system we might adapt to the working context something about active involving people in the process of gathering, sharing, discussing and changing the situation [4]. A learner has to have a very strong motivation as it influences his/her further learning and attitude towards the language [6].

Students realize that being in the class and learning English and doing the tasks they can form self-expressing atmosphere, and feel that the structure and essence of the language learning is their own creation. They rule what is going on. They should take some self-directed steps to control their activities outside the class. Their participation characterizes internal motivation. External motivation is characterized by the role of the teacher who should be some kind of a significant other whose attitude towards the language, his teaching and the learners forms the students' perception of the course [3]. There always exist dual objectives to learn for development and to keep the students being motivated.

There should be some kind of connection that leads to feedback. Students should feel free to express themselves

the way they like. They can share the stories that happened to them during last weekend and so on and so forth. Speaking in public causes fear and doubts, especially if the student has to tell about his/her professional issues. It may be difficult to pay attention to every student and his/her needs, though to make progress they have to understand that speaking and communicating is the best way to step forward [4].

One of the ways make everybody be involved is the task of preparing some news to tell in English. It may be about international or local news. The matter of news can leave nobody indifferent. Thus, every student may be interested in being the part of the process. Teaching EFL requires special attitude as the subject is connected with the special issue matter in the field of study.

Games of asking and answering are very useful. Students can bring something themselves whether it is about photos of some celebrities they admire and want to tell about or the songs they like with the lyrics so everybody can sing. Then it is possible to discuss the main idea of the song. For social workers it is a useful model of finding the problem and showing all possible way outs.

While studying society system they can play a role game where they have to choose the roles themselves. They can even make up some of them. Their main task is to act according to the flow of the situation. After this there is analysis what the problem is and how it is possible to solve it judging from the professional point of view.

Use different ways of breaking the ice if you meet for the first time but be always sure that all students are treated equally.

Conclusions. The main aspects of successful motivation: tolerance, which is not only about the way a teacher treats a students, but how a teacher make all students respect each other in the process of learning; self-perfection and development of the students; the atmosphere of activity, and positive energy.

Students may experience difficulties with learning and teachers could well develop awareness of connections between study and career opportunities, encourage students to keep future options open (by studying), make tasks relevant to their lives, illustrate utility of learning English to all.

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МОТИВАЦІЯ У ВИВЧЕННІ ІНОЗЕМНОЇ МОВИ

Мотивація є важливим компонентом у системі навчання і вивчення мови. Викладач і студент є частинами однієї системи, де кожний елемент відіграє важливу роль для досягнення позитивного результату. У сучасному світі, де умови навчання, вивчення і взаємодії змінюються швидко, для викладача завдання мотивації студентів є певним викликом. Взаємодія призводить до пошуку необхідної моделі поведінки, щоб урахувати внутрішній і зовнішній типи мотивації. Студенти стають мотивованими, якщо наслідують позитивні результати інших студентів або самих викладачів. Опановуючи певні навички володіння іноземною мовою, студенти вчать бачити зв'язок у вивченні мови і майбутньої кар'єри у довгостроковій перспективі.

Студенти мають впевненіший погляд на сучасний етап вивчення і опанування іноземною мовою, як необхідною і корисною навичкою, що дає їм змогу орієнтуватися на швидкоплинні зміни вимог конкурентоспроможного становища.

Ключові слова: мотивація; поведінка; знання керування процесом; вивчення; інтерес; зворотній зв'язок.

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МОТИВАЦІЯ В ИЗУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА

Мотивация является важным компонентом в системе обучения и изучения языка. Преподаватель и студент являются частями одной системы, где каждый элемент играет важную роль для достижения позитивного результата. В современном мире, где условия обучения, изучения и взаимодействия меняются быстро, для преподавателя задача мотивации студентов становится определенным вызовом. Взаимодействие приводит к поиску необходимой модели поведения, чтобы учесть внутренний и внешний типы мотивации. Студенты становятся мотивированными, если следуют позитивным примерам других студентов или самих преподавателей. Приобретая определенные навыки владения иностранным языком, студенты учатся видеть связь в изучении языка и будущей карьеры в долгосрочной перспективе.

Студенты имеют более уверенный взгляд на обучение и владение таким необходимым навыком в современном и быстроменяющемся мире с требованиями к агентам, которые видят смысл в конкуренции.

Ключевые слова: мотивация; поведение; знание управления процессом; изучение; интерес; обратная связь.

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