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MOTIVATIONAL STRATEGIES IN LEARNING A FOREIGN LANGUAGE

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Abstract

The present paper focuses on the problem of basic approaches to forming positive motivation when learning a foreign language. The content of educational material, the organization of educational activities, group forms of learning, style of pedagogical activity are defined as main motivational strategies of forming positive motivation. It was concluded that the formation of positive motivation in the study of a foreign language is a multicomponent process, combining the role of the teacher and modern arsenal of teaching methods.

Keywords: foreign language, motivational strategies, positive motivation, teaching aids,

МОТИВАЦИОННЫЕ СТРАТЕГИИ В ИЗУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА

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Аннотация

В статье рассматривается проблема выбора способов создания положительной мотивации при изучении иностранного языка. Определяются такие мотивационные стратегии, как содержание учебного материала, организация учебной деятельности, групповые формы обучения, стиль педагогической деятельности. Сделан вывод о формировании положительной мотивации при изучении иностранного языка как о многокомпонентном процессе, объединяющем роль преподавателя и современный арсенал учебно-методических средств.

Ключевые слова: иностранный язык, мотивационные стратегии, положительная мотивация, учебно-методические средства.

As we have revealed in previous publications, when studying a foreign language at a non-language faculty, one of the most important factors is positive motivation, which ensures active learning and cognitive activity of students, both in the classroom and while performing independent work [4, 233; 5, 11].

Theoretical aspects of motivation in the study of a foreign language have been reflected in the works of domestic researchers, among which S. L. Volkova [1], N. D. Gal'skova [2], S. E. Zaytseva [3] and others. In the general interpretation, motivation is a set of processes regulating the possession of thought and the behavioral act of the personality, determining the direction of the functional abilities of the personality and explaining the intensity of its actions. Motivation in learning, including motives, values, goals and interests of the individual, determines the significance of educational-cognitive activities.

Researcher S. L. Volkova distinguishes two types of motives, which define the educational activity — motives for achievement and knowledge. The cognition motive is defined as the basis of the educational and cognitive activity of a person in a problem situation and develops with the right interaction between students and teachers.

The motivation of achievement is subordinated to professional orientation, since during university studies the foundation of future work activity is formed [1]. As an independent motivation in learning is cognitive interest as a personality trait of the student. In the structure of positive motivation when learning foreign languages, it is useful to highlight the following types of motives:

- (1) The motives of prospects determine the conscious acquisition of the status of a professionally trained and educated specialist.
- (2) Communicative motives are related to the individual's aspiration for affirmation in the collective.
- (3) Cognitive motives are related to receiving positive emotions in the process of learning and imply interest in knowledge.

(4) Pragmatic motives lie at the basis of a student's desire to receive material benefits in future work activities.

(5) The reasons for liability are related to the expression of responsibility before the representatives of the reference group, whose opinion is authoritative.

Comparative analysis of motivation of students of higher education institution and secondary professional education of non-linguistic areas of training revealed different results. The participants were asked to place the following types of motives when learning a foreign language in order of importance: need to use in work (obtaining a prestigious job, professional communication); learning language for purposes of personal communication (personal-social function); interest in the culture of another country (intercultural knowledge); for own pleasure (aesthetic function of language); motive of responsibility (authoritative influence).

The analysis of motivation of the 1st year students of "Construction" academic programme of the Penza State University of Architecture and Construction showed the following results. In all groups of students surveyed, the motive work was dominant (82%). In the second place the motive of knowledge (72%) personal communication (63%), and the motives pleasure (75%) and responsibility (75%) occupy mostly last place.

Thus, the most important motives for higher education level students of non-linguistic areas of training are the need to obtain the best professional opportunities in perspective and foreign language communicative competence; secondary are internal motives: the need for intercultural knowledge, pleasure, responsibility.

Practical analysis of motivation of the 1st year students of "Law" academic programme of Multidisciplinary College, Penza State University showed the following results. In all groups of students surveyed, personal communication was dominant (75%). In the second place (68%) the motives of work and knowledge (63%), and the motives of pleasure" (45%) and responsibility (43%) occupy mostly last place. Thus, the most important motives for secondary professional education level students of non-linguistic areas of training are the need for personal communication with the use

of a foreign language, while the need to obtain the best professional opportunities takes the second place; pleasure and responsibility motives are not high.

The formation of positive motivation in a non-language educational institution is complicated by the fact that not all students have developed a positive attitude to study in general and to learning a foreign language, in particular. The perception of a foreign language as an unnecessary subject for future professional activity is often characteristic of representatives of non-language areas of training. At the same time, the absence of authentic language environment (especially in the provincial educational institutions) implies artificial-simulated conditions of teaching.

In this context a foreign language teacher has the task to interest students in a optional subject. The following arguments can be persuasive in this case: universal possibilities of applying specialized education (for example, employment in a foreign company); high intellectual personal status of the individual; possibility of participating in various forms of foreign-language communication (business contacts, tourism, international friendship and marriage).

It is advisable to consider the following ways of forming a positive motivation to learn a foreign language in non-language faculties:

(1) The content of the academic material. The content of the training is determined by the information received from the teacher, from the educational literature, teaching aids. However, the choice of academic material should take into account the educational needs of students. The content of foreign language academic material should be defined by the professional orientation.

(2) Organization of training activities. The success of foreign language teaching is largely determined by the mental working capacity of the student, which depends on the rational organization of the learning schedule. The motivating power of effective learning lies in emotional saturation through novelty, creativity and visual appeal. Therefore, the form of teaching material should activate cognitive mental processes.

(3) Group forms of training activities. It is important to find a way into real communication and possible language contacts at home and abroad. In practice, the foreign language communication can be successfully carried out in case of formalization of the students' knowledge, skills and abilities that will allow them to assimilate the socio-cultural values of the country of study, and will contribute to the formation of increased communicative competence [2, 18].

(4) Teaching style. Not only methodological and language competence of a foreign language teacher, but also personal experience of applying knowledge and skills in practice, participation in modern types of language communication (oral and written translation, business meetings and conferences, authentic tourist experience).

Thus, the formation of positive motivation to learn a foreign language in students of non-linguistic specialties is presented as a multicomponent process that combines the role of the teacher and the modern arsenal of teaching and methodological tools.

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