

Коваленко В. П., Коротяєва І. Б.,

Слов'янський державний педагогічний університет, м. Слов'янськ

MOTIVATING FACTORS OF FOREIGN LANGUAGE TEACHING

Стаття пропонує до розгляду деякі підходи та методи підвищення рівня мотивації студентів та збудження їх освітнього інтересу. Особливу увагу приділено стислому огляду інновацій зарубіжних методистів з зазначеної проблеми.

Ключові слова: *рівень мотивації, самомотивація, впевненість, пізнавальні потреби, саморегулююча навчальна стратегія, освітні інтереси.*

Статья предлагает для рассмотрения некоторые подходы и методы повышения уровня мотивации студентов и возбуждения их образовательного интереса. Особенное внимание уделено короткому обзору инноваций зарубежных методистов обозначенной проблемы.

Ключевые слова: *уровень мотивации, самомотивация, уверенность, познавательные нужды, саморегулирующая обучающая стратегия, образовательные интересы.*

Some approaches and methods of enhancing students' motivation and evoking learning interest are offered in the paper. Special attention is devoted to a brief overview of foreign methodologist 'innovations on the issue.

Key words: *student's motivation, self-motivation, self-confidence, cognitive need, self-regulated learning strategies, learning interests.*

One of the most important peculiarities of the contemporary outer space is a successive building up of the continuous educational system. The system of non-stop education during the whole life is a versatile dialectical process.

Nowadays education is considered as a process of developing constantly striving, enquiring, highly motivated individuals. Perspectives and tendencies of elaboration of individuals' cognitive needs and wants, learning interests and motivation is the challenge of education. Students in modern society must be prepared to compete in global economy, understand and operate complex communication and information systems, apply advanced thinking to make decisions and solve problems. That's why to reconsider the way to enhance the learners' motivation, encourage students to satisfy their learning interests is the major objective of education.

The aim of this paper is to give brief outlines of some approaches and techniques to revive students' motivation and evoke their interest to learning.

The problem of the functioning of sophisticated mechanism of learners' motivation is singled out by many foreign, Ukrainian and Russian scholars, such as A. Maslow, R. C Gardner, C. Burshtall, S. D. Krashen, O. Khomenko, B. Serebryakova, G. Turchenkova, V. Kovaleov, V. Leonov, K. Patonov and others.

Being able to work effectively and successfully in an international context is becoming increasingly important in today's constantly changing world. Actually, the value of multilingual skills in modern world which is gradually turning into an indivisible global village is hard to overestimate. All this explains and gives at the same time a huge impulse to foreign language learners' being highly motivated for achieving set goals and satisfying their cognitive needs. Nevertheless, there are still hesitant or passive students who want or expect their teachers to foster their self-confidence and relief them of their paternal communicative limitations. "Effective learning in the classroom depends on the teacher's ability... to maintain the interest that brought students to the course in the first place." [2, p. 3].

It's the teacher's main task to make students be genuinely stimulated, inspired, challenged, willing to participate to what happens in the classroom. Also one should consider different factors affecting a given student's motivation to work and to learn [5, p. 86-88]:

- interest in the subject matter;
- perception of its usefulness;
- general desire to achieve;
- self-confidence and esteem;
- patience and persistence.

Foreign methodologists on the issue claim that three main levels of motivation are readily identifiable. They are the following:

1. Holistic (the individual as organism seeking to realize its fullest potentialities: physical, emotional, mental and spiritual). Drive: egocentric.

2. Cultural-linguistic (the individual as user of non-native languages in relation to others within and across cultures). Drives: instrumental and integrative.

3. Cognitive-linguistic (the individual in formal language-learning situations). Drives: security and progress; involvement in the learning program; cognitive engagement; perception of language unity.

Other sources of motivation which are important are those that a teacher builds into an English course to reinforce the students' original desire to learn the language. Earl Stevick, the American linguist and methodologist, in his book "Teaching and Learning Languages", points out that there are four major classroom sources of motivation:

1. The joy of discovery. Students find it thrilling to discover something about a new language by themselves. If you direct the students to the point

where they make a discovery about English rather than having it all explained to them, the benefit is more lasting. Not only are they apt to remember the point better, but they are stimulated to make further discoveries.

2. The satisfaction of control. Mastering new language material provides the students with a feeling of confidence and accomplishment which is of paramount importance in sustaining their enthusiasm.

3. The joy of remembrance. When you occasionally have students return to material from an early stage of their language program, you give them a chance to do something they already know well with its resultant psychological rewards. In addition, they have a dramatic illustration of how much progress they have made.

4. The elation of use. If you can provide some way for students to use English outside the classroom, whether through contact with native speakers or writing to a pen pal in English, you will provide them with the best source of motivation of all – the elation that comes from truly communicating with native speakers.

Aspects of the teaching situation that enhance students' self-motivation gained special significance in the works of some scientists / Lowman 1984, Lucas 1990, Weinert, Kluwe 1987, Bligh 1971/. Some learners require little attention from their teachers, They are keenly aware of the way to adopt learning strategies, they realize their competencies in specific domains, and will commit to their academic goals. Zimmerman [7, p. 73-86] described these students as "self-regulated", self-motivated. He pointed out that they are metacognitively, motivationally and behaviorally active participants in their own learning processes. Employing appropriate strategies can help learners to develop self-motivation, self-regulation and volition to study. Zimmerman suggested methods of self motivation. Familiarity with these self-motivated methods is not only useful in learning, but once mastered, the techniques can be useful throughout life to be introduced affectivity in various contexts. Zimmerman and Martinez-Pons (1988) worked out the effective self-regulated learning strategies:

- self-evaluating;
- organizing and transforming;
- goal-setting and planning;
- seeking information;
- keeping records and monitoring;
- environmental structuring;
- self-consequating;
- rehearsing and memorizing;
- seeking social assistance;
- reviewing records[8, p.337].

A teacher's guiding function in creating supporting encouraging atmosphere

can't be undervalued. A teacher's expectations have a powerful effect on students' performance. If he sets realistic expectations for his students to be motivated, hard-working and interested in the course they are more likely to be so.

To awaken students' involvement in the learning process and to increase their motivation as independent learners, a teacher can use productive approaches:

- give frequent positive feedback that supports students belief that they can do well;
- ensure opportunities for students' success by assigning tasks that are neither too easy nor too difficult;
- help students find personal meaning and value in the material;
- create an atmosphere that is open and positive;
- help students feel that they are valued members of a learning community.

References:

1. Bligh D. A. *What's the Use of Lecturing?* – Devon: England, 1971.
2. Ericksen S. C. "The Lecture". – Michigan; University of Michigan, 1978.
3. Lowman J. "Promoting Motivation and Learning". – College Teaching, 1990.
4. Lucas A. F. "Using Psychological Models to Understand Student Motivation". – San. Francisco, 1990.
5. Sass E. J. "Motivation in the College Classroom: What Students Tell Us". – Teaching of Psychology, 1989.
6. Weiniert F. E., and Kluwe, R. H. *Metacognition, Motivation and Understanding*. – Hillsdale: N.J: Erlbaum, 1987.
7. Zimmerman B. J. *Academic Studying and Development of Personal Skill: a Self-Regulatory Perspective*. – Educational Psychologist, 33, (2/3).
8. Zimmerman B. J. *A Social Cognitive View of Self-Regulated Academic Learning*. – Journal of Educational Psychology, 81(3).