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PSYCHOLOGICAL ELEMENT OF MOTIVATIONAL STRATEGIES AND TECHNIQUES IN FOREIGN LANGUAGE TEACHING FOR PROFESSIONAL NEEDS

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The article analyzes the ways how educational psychology can help teacher to master the skills in motivating students that should be seen as central to teaching effectiveness. The teacher needs to know and understand better the ways in which the students learn (the individual differences of students regarding their ability, interests, attitudes and needs at different levels of growth and development), the appropriate principles of the teaching-learning, and the different approaches to teaching for better result of this process. The publication shows how educational psychology can help teachers of EFL/ESP by employing appropriate strategies; the latter can help students to evaluate themselves in a positive light, encouraging them to take credit for their advances.

Key words: *concept of social and esteem needs, information processing approach, cognitive constructivism, basic motivational conditions, motivational strategies, macrostrategies to foster motivation, to generate learners motivation, to maintain motivation, to protect motivation, to encourage positive self-evaluation.*

У статті показано, як педагогічна психологія може допомогти викладачеві іноземної мови оволодіти навичками мотивації студентів у професійно-орієнтованому навчанні. Рекомендується зрозуміти індивідуальні відмінності студентів, їхні здібності, інтереси і потреби, які змінюються на різних етапах їхнього розвитку й зростання і залежать від професійних потреб студента на старших курсах у процесі самоактуалізації. Викладач повинен володіти не тільки методичними, а й психологічними знаннями, аби забезпечити ефективність процесу навчання EFL / ESP шляхом використання відповідних стратегій.

Ключові слова: *концепція соціальних й особистісних потреб, техніка обробки інформації, когнітивний конструктивізм, основні мотиваційні умови, мотиваційні стратегії, мотиваційні мікстратегії, задоволення як основний компонент мотивації, підтримка мотивації, позитивна самооцінка, самоактуалізація, безперервність навчання.*

Кузнецова О.А. ПСИХОЛОГИЧЕСКАЯ СОСТАВЛЯЮЩАЯ МОТИВАЦИОННЫХ СТРАТЕГИЙ И МЕТОДИК ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ ДЛЯ ПРОФЕССИОНАЛЬНЫХ ЦЕЛЕЙ

В статье показано, как педагогическая психология может помочь преподавателю иностранного языка овладеть навыками мотивации студентов в профессионально ориентированном обучении. Рекомендуется понять индивидуальные различия студентов, их способности, интересы и потребности, которые меняются на разных этапах их развития и роста и зависят от профессиональных потребностей студента на старших курсах в процессе самоактуализации. Преподаватель должен обладать не только методическими, но и психологическими знаниями, чтобы обеспечить эффективность процесса обучения EFL / ESP путем использования соответствующих стратегий

Ключевые слова: *концепция социальных и личностных потребностей, техника обработки информации, когнитивный конструктивизм, основные мотивационные условия, мотивационные стратегии, мотивационные микстратегии, положительная самооценка, самоактуализация.*

Statement of the problem. The mission of education-oriented publications in foreign language teaching/learning is to provide teachers-practitioners of EFL/ESP with a useful piece of information on motivational strategies and techniques, materials development, assessment of needs within the profession, and applications of research from related fields such as psychology, linguistics, education, and the social sciences.

The variety of psychological concepts underlying modern theories on motivational strategies is not limited to only a few; hence, from time to time, the necessity of generaliz-

ing those that give an extra boost to learning a foreign language, due to their professional needs, arises.

The purpose of the article. The aim of this article is to analyze to what extent intercommunicated branches of psychology help teachers of EFL/ESP to achieve the objectives in the field of teaching foreign languages, thus in creating their efficiency, and then to familiarize any practitioners with motivational strategies and approaches that motivate students; we will examine a set of techniques which the lecturer can employ in order to motivate their students on the top levels of needs – self-es-

teem and personal worth when they seek recognition on the way of self-actualization.

The main results of the study. In the not too distant past of the nineteen forties psychologist Abraham Maslow [6; 7] first introduced his concept of a hierarchy of needs in his paper *A Theory of Human Motivation*, then in his book *Motivation and Personality*.

This hierarchy implies that people are always motivated to fulfill their basic needs before moving on to other – more advanced needs. This hierarchy is often shown as a pyramid. The bottom levels of the pyramid are made up of the most basic needs – the need for food, water, sleep and warmth, while the more complex needs are for safety and security; they are located on to the next level of the pyramid. As young people progress in their age, their needs become increasingly psychological and social: the need for love, friendship and intimacy become important. But the top level of the pyramid, the need for personal esteem and feelings of accomplishment take priority. Abraham Maslow focused on the importance of self-actualization in order to achieve individual potential, which is due to a process of developing. The scholar believed that these needs are similar to instincts and play a major role in motivating behavior.

According to his concept physiological, security, social, and esteem needs are *deficiency needs (D-needs)*, meaning that these needs arise due to deprivation. Satisfying these lower-level needs is important in order to avoid unpleasant feelings or consequences.

The highest-level of the pyramid Abraham Maslow termed as *growth needs (being needs/B-needs)*. Growth needs do not stem from a lack of something, but rather from a desire to grow as a personality which is intrinsically connected with students professional ambitions and in times of globalization, can be realized owing to a good command of foreign languages.

So, prior to presenting some of these strategies, one should say a few words about the relationship of *teacher – student*: this relationship of power and status. For many teachers, power plays a large part in the relationship. The rights and duties of teachers and students are related to power, many teachers may have the right to reprimand their students who don't follow the discipline standards; and, as in any social encounter involving teacher-student, there will always be certain power asymmetrical relationships (T. Wright [11]).

Social psychologists distinguish between three different types of power – coercive (punishment), reward-based (a bonus), and referent. The basis of the third type of power

is motivation: individuals or institutions appeal to the commitment and interest of others. In view of this paradigm it is of importance to concern the lecturers with the fostering of student-learner motivation as the most effective power relationship.

An analysis of motivational strategies would not be complete considering group processes that teachers are called on to motivate. Some scholars state that a group goes through four stages from its formation that has direct implications for the study and the use of group activities during teaching, they are:

- *forming*: when there is some anxiety among the members of the group, as they are dependent on the teacher, so they have to find out what behavior is acceptable;

- *storming*: a conflict between sub-groups and rebellion against the leader (here: the teacher), the group resists the leader and the role relations attending the function of the group are questioned;

- *norming*: the group begins to develop a sort of cohesion, the students begin to support each other: there is open exchange of views about their roles;

- *performing*: there is a great deal of interpersonal activity, everyone is devoted to completing the tasks they have been assigned.

Experiments show that almost every group goes through four, sometimes, more stages until it reaches a balance and, in fact, this process may go on, since students reluctance and underachievement standards in the classroom are considered to be basic hindrances to effective teaching and learning.

Hence, we can state that skills in motivating foreign language students to learn are of great importance. Teachers have to rely on variety of approaches in their attempt to manage the classroom and motivate the students.

Motivational strategies cannot work independently. There are certain preconditions to be met before any attempts to generate motivation can be effective, such as:

- good teacher-student rapport;
- a friendly and supportive atmosphere in class;
- a consolidated group characterized by group norms.

Whatever is done by teacher it has a motivational influence on students as teacher behaviour is a powerful motivational tool. Teacher influences are manifold, ranging from the rapport with the students to behaviours aimed at students' engagement in tasks.

The main psychological task is to determine a relationship of mutual trust and respect with the students that boost enthusiasm. An enthusiastic teacher demonstrates



a sense of commitment and interest in the subject matter both verbally and on-verbally.

A tense atmosphere can discourage and demotivate learners (D.J. Young [12]). But learner motivation will reach its peak in a pleasant and safe atmosphere when students can express their ideas and opinions and feel that they do not run the risk of being mocked.

To be motivated, students need both ample opportunities to learn and permanent encouragement and support of their learning efforts. Such motivation is unlikely to develop in not aptly organized class; it is important that the teacher organizes and manages the environment as a pre-condition of effective learning. Besides, it is important that learning occurs within a peaceful and friendly atmosphere as anxious or reluctant students are unlikely to develop motivation to learn.

Some groups, characterized by lack of cohesion, can easily become ineffective, thus reducing the individual members' commitment to learn. There are several factors that promote group cohesiveness, such as: the time spent together and coordinated group activity after class, interaction, intergroup competition, friendship, even common threat, and active presence of the leader.

Group standards could be discussed and adopted by members in order to be constructive and long-lasting due to widely known factors.

Generating student motivation. All students demonstrate a great interest to explore the sphere of their future profession, so they are likely to find the learning experience intrinsically pleasant. Sometimes this interest is weakened by such routine tasks as compulsory class/home work, discipline, curriculum content, and grades. Sure, unless teachers increase their learners' goal-orientedness, make curriculum acceptable for them, and create realistic learner standards, they will face a group environment that lacks of coherence.

The goal set by the teacher or the curriculum plan is not often accepted by the academic group. It can be easily achieved by allowing students to define their own personal criteria for what should be a group goal considering their future profession, thus making the curriculum relevant.

Many of the students do their homework and engage in many types of learning activities, even when a subject is not very interesting. No doubt, these students share the view that what they are being taught will come in handy. In order to inspire students to concern themselves with most learning activities, teachers must find out their perspective professional goals and the topics they want to know to incorporate them into academic curriculum.

Then, the teacher must create realistic learner beliefs as the student idea of how much progress to expect, and at what pace, may lead to disappointment. Therefore, it is important to help students to get rid of their preconceived thinking that is likely to hinder their attainment; they need to develop an understanding of the nature of professional language (ESP) in second language learning, and should be aware of the fact that the mastery of B2/C1 can be achieved in different ways, using a diversity of strategies, and a key element in it – is to discover the optimal methods and techniques for themselves.

Maintaining and protecting motivation is also important. Unless motivation is sustained and protected, the natural tendency to get tired/ bored of the task and yield will result in demotivation.

Thus, there should be a motivational plan which might include some of motivation maintenance strategies.

Increasing the learners' self-confidence:

- teachers can support an idea that competence is a changeable aspect of development;
- self-conceptions of B2/C1 competence can be promoted by providing regular experiences of success;
- students get more interested in a task if they see that they make a contribution;
- a personal word of encouragement is sufficient;
- a group anxiety can be reduced by making the learning atmosphere relaxed.

Creating learner autonomy. Many of the researchers state that taking charge of one's own learning, thus becoming an autonomous learner, can prove to be beneficial. This assumption is a constituent of humanistic psychology stating that the only kind of learning which significantly affects behaviour is self-discovered, self-appropriated learning (P. Benson [1]).

Some scholars distinguish between several techniques of fostering the development of autonomy: resource-based approaches (independent interaction with learning materials), technology-based approaches (independent interaction with educational technologies), learner-based approaches (the direct production of behavioural and psychological changes in the learner), classroom-based approaches (changes in the relationship between learners and teachers in the classroom), curriculum-based approaches (the idea of learner control over the planning and evaluation of learning to the curriculum as a whole).

T.L. Good and J.E. Brophy [4] noted that the simplest way to ensure that people value what they are doing is to maximize their free

choice and autonomy. This thought is shared by other scholar who regards self-motivation as a question of thinking effectively and meaningfully about learning experience and learning goals; it is a question of applying positive thought patterns and belief structures so as to optimize and sustain one's involvement in learning.

Encouraging positive self-evaluation is the next strategy. Many research papers show that the way students feel about their accomplishments and the amount of satisfaction they experience after task completion will help teachers to employ appropriate strategies to tackle subsequent learning tasks that might help students to evaluate themselves positively, and encourage them to take credit for their advances.

These strategies can be effective in formation of positive self-evaluation if: to promote attributions to effort rather than to ability; to provide motivational feedback; to increase student satisfaction and the question of rewards and grades.

If to analyze grades one can see that the feeling of satisfaction is a key factor in reinforcing achievement attitude, a major component of motivation. Motivational strategies aimed at increasing learner satisfaction usually focus on allowing students to display their work, encouraging them to be proud of themselves and their success, as well as using rewards. Though, it does not always work within a system where grades are the ultimate embodiment of university rewards, providing a single index for judging overall success and failure; that is grades focus on performance out comes rather than on the process of learning itself. Hence, many students are grade driven, and this preoccupation begins from the very beginning of their learning.

In addition, we cannot but mention some of a wide assortment of macrostrategies used to foster students' motivation.

Let's analyze two of widely known approaches in educational psychology – *the information processing approach* and *cognitive constructivism*, used in cognitive learning psychology. Cognitivism is focusing on the mental process behind the human behavior. Hence, the cognitive approach is based rather on the mental process of learning (how create and store knowledge in the mind) than the learning process in which students get involved. Cognitivism emphasizes on motivation, memory, thinking, problem solving, etc. and the mental processes in the learner's mind. Each of these two approaches shares different points of view on the learning process. The information processing approach is keen on how the information is perceived

by the senses, and used by the brain of the learner. The cognitive constructivism approach is based on the idea of constructing knowledge by the mind.

The information processing pattern consists of three components of memory: sensory registers, short-term memory, and long-term memory. For example, if a teacher wants to use the first approach in the classroom with the purpose of gaining the students' attention he uses voice inflections or non-verbal means of communication to signal he is ready to begin.

The constructivist psychology studies the way the learners construct knowledge in their own minds which the teacher can facilitate the learning process using meaningful information which is easy to understand by the students and gives them the opportunity to create their own ideas and views. The aim of the constructivism is to make the learners able to gain new information and be ready to apply it when they need it. The famous psychologist in this approach was the Swiss Jean Piaget. He believed in the constructive nature of the learning process and claimed that the learner is involved from the birth to construct his own meaning and knowledge.

Piaget held an idea that young learners pass four stages as they develop: sensorimotor stage (infancy: seeing, hearing, moving, touching, and tasting), preoperational (early childhood: the memory and imagination are developed by using symbols and intuition), concrete-operational (early adolescence: the child understands the changes or transformations of the concrete objects) and formal operational (adolescence and adulthood: the ability of learners to function and to think logically about abstract concepts) (Jean Piaget [9]).

Constructivism cannot suggest teachers new things to do, but it may help to understand why certain attitudes and procedures are counter-productive, and it may point out opportunities for teachers to use their own spontaneous imagination.

Nowadays, many of us can feel a great distance between teachers and students. The cause of this distance is the lack of teachers' knowledge about the educational psychology and its values in teaching. Some teachers face different problems in their profession, such as: interaction with students, presentations of courses, attitudes, the students' needs, and the way they control and manage the group. Partly, this occurs because they do not know or follow the methods, techniques, and strategies which are provided by educational psychology. As teachers, they might understand the individual differences of students regard-



ing their ability, interests, attitudes and needs at different levels of their growth and development. Teacher needs to know and understand better the ways in which student learns, the appropriate principles of the teaching-learning process, the modern approaches to teaching for better results; teachers need to know how educational psychology can help them to cope with these challenges.

Conclusions. Motivation is defined as the process that initiates, guides and maintains goal-oriented behaviors. Motivation is what causes students to act, whether it is reading a book to gain knowledge or taking certain actions. It involves the biological, emotional, social and cognitive forces that activate students' behavior. The problem with the theory of motivation is that behaviors are not always motivated purely by physiological needs but professional goals.

Motivation in professionally-oriented learning is mostly neglected by some teachers-practitioners that cause misunderstanding of how to design instruction in foreign language teaching for special purposes. They believe that by sticking to the language materials and trying to discipline their students in standards of the past century they will manage to create an environment that will satisfy the modern youth, their view on the content of the curriculum and the learning process. These teachers seem to lose sight of the fact that unless they accept their students' personalities that constitute their social and psychological make-up they will fail to motivate them. Moreover, they will fall short in forming a coherent group unless they succeed in turning goals set by outsiders into group goals which are accepted by the students.

Learning a foreign language is different to learning other subjects. Hence, EFL/ESP teaching should take a variety of factors into account that are likely to promote success. One should remember that language is part of student identity and is used to convey this identity to others. It has a significant impact on the social being of the students, since it involves the adoption of new social and cultural behaviours, and ways of thinking and learning.

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