

THE ROLE OF MOTIVATION IN LEARNING A FOREIGN LANGUAGE

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ABSTRACT

This article discusses the most important reasons of the student's demonization in the learning process of English. In this article also given some tips of motivation for students to learn foreign languages.

Keywords: motivation, demonization, student, process, Globalization, political and socio-economic, interethnic communication, educational discipline, internal motives.

INTRODUCTION

In the era of globalization of all spheres of social life, the problem of motivation in learning foreign languages becomes extremely urgent. Globalization means that the role of personal contacts of people is growing more and more, hence - of verbal communication, including interethnic communication, which requires knowledge of a foreign language. Foreign languages are becoming one of the main factors of both socio-economic and general cultural progress of society [1]. A foreign language plays a huge role in shaping the personality and improving education, because with the help of it you can get direct access to the spiritual wealth of another country, get the opportunity to directly communicate with representatives of other nations [2]. Therefore, it is not surprising that recently in our country there has been a significant increase in interest in foreign languages, mainly in English. Now knowledge of two or more languages is an undoubted attribute of any modern highly educated person. New political and socio-economic changes in Russia in recent decades, its desire to actively and fruitfully cooperate with Western countries significantly influenced the expansion of the function of a foreign language as a subject and led to a rethinking of the goal, objectives and content of teaching foreign languages. The new political situation, the expansion of international cooperation and international contacts require today a deeper knowledge of a foreign language [3]. All of the above significantly increases the prestige of the subject "foreign language" as an educational discipline of the university. And here the concept of motivation comes to the fore. Of course, the problem of motivation in learning arises in each subject,

but it is especially acute in the study of a foreign language. it's all about the special specifics of the subject, requiring the student to have a certain base and communication skills [4-5].

METHODOLOGY

Therefore, considering motivation as the main driving force in learning a foreign language, we note that the motives are related to subjective world of a person, are determined by his internal motives. Hence all the difficulties of calling motivation from the outside. A person can learn a foreign language, if only himself feel the need for it. Let's try to figure out what it is motivational sphere of a person and how it is characterized in educational activities. Scientists interpret the concept of "motive" in different ways: under the motive is understood as the condition of existence, moral and political attitudes, the consideration on which the subject should act. One way or another, most agree that the motive is either motivation, or intention, or purpose. Therefore, to this concept need to be approached comprehensively, taking into account all possible aspects [6-7].

RESULTS AND DISCUSSION

Now we will characterize those types of motivation that take place when teaching, in particular, a foreign language. All together they constitute the so-called educational motivation. Learning motivation is determined by a number of specific factors:

- the characteristics of the student (gender, self-esteem, level intellectual development);
- the characteristics of the teacher and his attitude to his own pedagogical activity;
- organization of the entire pedagogical process;
- the specifics of the academic subject (in this case, a foreign language) [8-9].

Learning motivation based on the above factors can be divided into external and internal. Extrinsic motivation is not directly related to content subject, but due to external circumstances. Examples can serve:

- achievement motive - caused by a person's desire to achieve success and high results in any activity, including learning a foreign language. For example, for excellent grades, obtaining a diploma, etc .;

- the motive of self-affirmation - the desire to assert oneself, to receive other people's approval. A person learns a foreign language to get a certain status in society;

- the motive of identification - the desire of a person to be like another person, as well as being closer to your idols and heroes (for example, to understand the lyrics of your favorite band);

- the motive of affiliation is the desire to communicate with other people. A person can learn a foreign language to communicate with friends– foreigners;

- the motive of self-development - the desire for self-improvement. A foreign language serves as a means for spiritual enrichment and general human development;

- prosocial motive - associated with the awareness of public the values of the activity [10-11].

A person learns a foreign language because that realizes the social significance of learning. Internal motivation is not associated with external circumstances, but directly with the subject itself. Her stil often referred to as procedural motivation. Man likes directly a foreign language, I like to show my

intellectual activity. The action of external motives (prestige, self-affirmation, etc.) can enhance intrinsic motivation, but they are not directly related to the content and process of activity [12].

In addition, learning motivation can be divided into positive and negative. For example, the construction “if, I I will learn English, I will get excellent on the exam ”- this is positive motivation. The design "if I teach English, then I will pass the exam, and I will not be expelled ”- negative. Now let's turn to the results of the survey conducted by specialists among students of non-linguistic specialties, with the aim of to establish what motives are driving them in the study of a foreign language. A total of 200 people were interviewed The respondents' answers were distributed as follows:

- "I teach, only because it is necessary according to the curriculum" - 60%
- "So as not to be expelled" - 19%
- “I want to get a good job, build a successful career ”- 10%
- "To travel abroad, communicate with foreigners" - 6%
- "I teach because it is interesting" - 5%

Of course, the method of oral questioning does not claim to be comprehensive. coverage of the situation and disclosure of hidden subjective meanings, but some conclusions can definitely be drawn: the overwhelming majority students in the study of a foreign language at the university are moved by prosocial

motive ("it is necessary according to the curriculum", "so as not expelled "). That is, we can say that the learning process for them is either habitual functioning or forced behavior. A small part of the students indicated the motive for self-affirmation ("Build a successful career") and the affiliation motive ("to travel ", "communicate with foreigners "). And yet only 5% students have intrinsic motivation - they study a foreign language because they like it. The main conclusion is that students, in general, driven by external motives, while there is a significant proportion of negative motivation ("so as not to be expelled", "not to put two "). This presents a kind of contradiction, since the prestige knowledge of a foreign language and its importance in public life have grown, and, it would seem, should be more positive motivation. In addition, it is absolutely clear that an enterprise is required actions aimed at challenging students' intrinsic motivation. That is, it is necessary to create conditions under which students there is a personal interest and need to study foreign language. The need for learning must match such types of intrinsic motivation as communicative (direct communication in the language), linguistic (positive attitude towards language) and instrumental (positive attitude towards various types of work). It is necessary to understand that there are various strategies, helping to increase motivation in learning a foreign language [13-14].

CONCLUSION

All of the above types and subspecies of motivation and demotivation are the main forces of motivation of a person in learning a foreign language. However, it should be remembered that if the motivation is too strong, the level of activity increases and voltage, as a result of which the work efficiency deteriorates. In this case, a high level of motivation causes unwanted emotional reactions. It is necessary to find the optimum at which high efficiency goes hand in hand with the joy of learning foreign language [15].

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