

Isliamova K. S.

Mykhailova L. Z.

Ivaniga O. V.

MOTIVATION AS AN INSTRUMENT IN PROCESS OF FOREIGN LANGUAGE STUDYING

The article is devoted to identifying the main notion of motivation – internal and external. Moreover, we investigate the ways to increase students' motivation in process of foreign language learning with the help of game techniques or remote technologies. The recent global changes have completely changed the established way of social life and greatly influenced educational sphere. Education is one of the areas that had changed crucially and the main task to introduce innovative technologies appeared. All over the world we could notice the problem of “flexibility” of education and distant technologies implementation that could help to improve the educational processes.

Key words: motivation, process of foreign language learning, internal motivation, external motivation, motivational techniques.

The problem of motivation has been discovered by many scientists for many years and will be investigated in future. The importance of forming motivation in the process of foreign languages studying has been revealed by domestic and foreign researchers, such as H. Heckausen, A. Maslow, R. Kegan, L.I. Bozhovich, J. Piaget, B. Werner, W. Lambert and others. Many works have been written on the topic of forming students' motivation. Nevertheless, this problem does not lose its relevance and needs further in-depth study. First of all, we would like to reveal the notion and types of motivation as it is the key point in this work. Motivation is usually understood as the determination of human behavior. Scientists identify external and internal motivation, understanding by intrinsic (internal) motivation that which is born in consciousness of human activity itself, an understanding of social utility in what it is man does, satisfaction with the result and process of activity. Thus, the intrinsic motivation arises from the needs of the person himself, and therefore this person performs one or another activity without any interference. To the internal negative motivation can be included punishment, criticism and condemnation. External motivation includes motives that are manifested outside the person and its activities: fear, condemnation, desire for prestige. To define the essence of the

concept of "learning motivation" we turn to consideration of cognitive activity that occurs almost throughout the period of formation of personality, starting with kindergarten and graduating from secondary and higher education. Scientific-pedagogical and pedagogical workers of higher educational institutions constantly looking for the latest ways to improve learning. Scientists, scientific and pedagogical workers and psychologists search for the theoretical and methodological nature, which would allow not only to intensify and to optimize the educational process in modern higher education institutions, but also to develop creative independence of future specialists. We should underline personality motives and needs as factors of appearance and growing of motivation. Analyzing the learning process in a modern high school we can make a conclusion that interest in educational and cognitive activities arises only when the lecturer evokes an emotional response in students, thus, we will consider interest as the motive in which it is embodied positive emotional state of personality. One of the priorities in the solution to this problem is the introduction of modern technologies, trainings that provides further improvement of educational process, accessibility and effectiveness of education, preparation of the younger generation for life in the information society. This is achieved by ensuring the gradual informatization of the education system 105 aimed at meeting the educational, information and communication needs of the participants of educational process, development of individual modular training and programs of different levels of complexity depending on specific needs. We should mention traditional and innovative methods of learning technology. traditional teaching methods that have been used for many centuries and which are relevant in modern higher education. To this group includes verbal, visual, practical, control and independent teaching methods. Innovative teaching methods that are aimed at forming students creative independent thinking, creative skills and non-standard skills solving certain professional problems. This group includes the following methods: as a lecture-conversation - "dialogue with the audience", "lecture-analysis of a specific situation", "Lecture-consultation", "lecture-press conference", brainstorming, method round table Innovative learning technologies are implemented not only as defined traditional principles, methods and forms of teaching, but also using innovative learning tools according to the ultimate goal. One example of Innovative technologies of interest are, in our opinion, technology "Creating a situation of success", which is based on personality-oriented approach to the learning process. The main purpose of this technology

is to give each student the opportunity to experience the joy of success and faith in own strength and awareness of their abilities. In this technology completely implements a personal approach to the subject of study, which is one of principles of organization of educational work in educational institutions at the present stage. The technology of group learning activities needs special attention. One of the basic techniques the lecturer should create and support in class is the friendly atmosphere in process which can greatly contribute to students' motivation to be involved in educational process. Next, effective and easy techniques in positive motivation forming in foreign language classes are computers and electronic textbooks due to which the lecturer can expand clarity in explaining grammatical material as well as using notes, pictures and diagrams. Positive motivation to learn a foreign language can be formed by conditions for the adequacy of educational activities to cognitive abilities and skills of students, i.e. the teaching material taught must be both accessible to students and should require some effort for its assimilation. Various forms and types of cognitive activities in foreign language classes in higher education institutions contribute to the consolidation of interest in the topic being studied. Individual, group and collective forms of cognitive activity can be used in classes. Individual forms of educational and cognitive activities involve independent work of students, which can be implemented in the process of educational and cognitive classroom and extracurricular work. The main means of individual form of work during classroom classes are variability of the tasks offered at choice, taking into account the level training, interests and opportunities of students. In turn, various forms of collective and group activities as well give the opportunity to differentiate educational activities so as to make it feasible for each student. In conclusion, we would like to underline several effective methods of motivation formation and development for students of non-linguistic faculties in process of education in higher educational institutes: practical teaching methods (preparatory, trial, training and creative exercises); visual teaching methods (demonstration, computer demonstration); methods of control and correction of knowledge, skills and abilities (computer control and self-monitoring, oral and written testing); methods of stimulating and motivating educational and cognitive activities, creating situations of interest in learning, explaining the purpose of learning subject and encouragement in education); methods of activating educational and cognitive activities (intellectual games, training and instrumental games, role and educational business games).

LITERATURE:

1. Арістова Н. О. Формування мотивації вивчення іноземної мови у студентів вищих навчальних закладів: монографія / Н. О. Арістова. – К.: ТОВ «ГЛІФМЕДІЯ», 2015. – 240 с.
2. Арістова Н. О. Вплив оцінки на формування мотивації вивчення англійської мови у студентів нелінгвістичних закладів освіти / Н. О. Арістова // Соціалізація особистості. – 2005. – Т. 26. – С. 154-159. 107
3. Арістова Н. О. Проблема поняття „мотивація учіння” в науковій літературі / Н. О. Арістова // Теоретичні питання культури, освіти та виховання.– 2002. – Вип. 22. – С. 97–100.
4. Гальперин П. Я. Введення в психологію / Петр Яковлевич Гальперин. – М.: Вид-во Моск. ун-та, 1976. – 150 с.
5. Клачко В. М. Формування мотивації учбової діяльності у курсантів вищих військових навчальних закладів: автореф. дис. на здобуття наук. ступення канд. пед. наук : спец. 20.02.02 „Військова педагогіка та психологія”/В. М. Клачко. – Хмельницький, 1999. – 18 с.
6. Леонтьев А. Н. Діяльність. Свідомість. Особистість / Леонтьев А. Н. – .: Полтиздат, 1975. – 304 с.
7. Рубинштейн С. Л. Основи загальної психології / Сергій Леонидович Рубинштейн. – СПб.: Питер, 2004. – 713 с.