

4. Мотивація студентів нефілологічного напрямку підготовки до вивчення іноземних мов

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FACTORS FOR INCREASING THE MOTIVATION OF NON-PHILOLOGICAL STUDENTS IN THE PROCESS OF MASTERING FOREIGN LANGUAGES

Nowadays, the issue of learning foreign languages has become very relevant. With the development of international relations, knowledge of the language has become necessary. Given the growing importance of this issue, educators are expected to do more than ever before. They must now go beyond traditional teaching methods to inspire and encourage students' enthusiasm for the language. This means creating a classroom environment that fosters innovation, personalizing the learning experience for each student, and encouraging a passion for language learning. Overall, the emphasis on language proficiency has created new challenges for teachers, including the need to motivate students and instill in them a love for the subject. A particularly difficult task is to increase the level of interest of students of non-linguistic specialties in learning foreign languages.

According to P. Jacobson, learning can be motivated by three types: negative, positive but unrelated and personal. Negative motivation arises from fear of negative consequences, such as criticism from others. Positive motivation is determined by social aspirations, such as a sense of purpose in life. Personal motivation involves narrowly personal motives, such as obtaining external approval or striving for one's own well-being. Learning is motivated by the acquisition of knowledge, the enjoyment of cognitive activity and the realization of opportunities and abilities [4, p. 317].

From learning experience, three groups of reasons for decreased motivation to learn a foreign language can be distinguished, which can be combined with the characteristics of internal and external motivation to learn.

Factors that complicate the development of students' internal motivation include:

The factors that complicate the development of students' intrinsic motivation include:

- Low level of language training received at school, lack of motivation for educational activities and, above all, for independent acquisition of knowledge;
- Lack of emotional comfort in interpersonal relationships with the team or with the teacher, various aspects of organizing and conducting classes;
- Outdated level of knowledge of teachers about modern interactive educational technologies, not always adequate selection of educational material.

The content of external motives is predominantly formed under the influence of such stimulating factors as “good grades” or “scholarship”.

A survey conducted by the Kyiv International Institute of Sociology shows interesting results [2].

68% of Ukrainians speak one foreign language. 51% of Ukrainians say they have some knowledge of English. However, according to sociologists, a more detailed analysis shows that only 23% can read, write and communicate in this language at the everyday and even professional level. 22% have some knowledge of Polish, 14% of German and 7% of French. A third of Ukrainian adults (31.8%) do not speak foreign languages at any level. Although 56% of respondents want to improve their knowledge of a foreign language, 61% say that knowledge of a foreign language is not necessary for their professional activities.

These data make it possible to understand the relationship between the level of proficiency in different languages among Ukrainians. Of course, people acquire certain language skills while studying at school or university. So, the question arises of how to increase motivation to study foreign languages among students of non-philological specialties.

New information technologies are becoming the main means of accessing various sources of information and forming motivation for independent search, processing, perception and use of information, which is one of the most important aspects of the current educational process of higher education institutions [3, p.7].

The use of new information technologies in teaching foreign languages contributes to the intensification of the educational process, increases the efficiency of learning in general, the interest of students and, undoubtedly, intensifies their educational activities, opens up opportunities for individual learning, and allows you to control the learning process. The results of performing various types of tasks, creates conditions for the practical use of tasks, creates conditions for the practical application of knowledge and skills, increases motivation for learning the language.

The use of multimedia teaching aids by teachers to create presentations of fragments of classes will help to intensify the educational process, interest students, form a holistic understanding of the stages of working with grammatical and lexical material, texts, understanding and mastering the material in practical classes [1, 61].

The ability to communicate online with people of all ages plays a significant role in increasing motivation to learn a foreign language. Such communication helps improve conversational skills and provides an opportunity to learn about the lives and interests of young people from different countries.

Not the least factor in increasing motivation to learn a foreign language is the opportunity to continue studying a foreign language - the opportunity to continue studying at one of the European higher education institutions. The prospect of employment abroad or in one of the joint ventures in our country will also help motivate student interest.

Therefore, to improve the results of learning a foreign language, it is important to develop the cognitive interest and motivation of students, emphasizing the significance and importance of a foreign language in modern life and the possibility of using it in professional activities. Studying a foreign language should become an integral part of the professional training of students at non-linguistic universities. The use of new information technologies in teaching foreign languages can help intensify the learning process, increase motivation and effectiveness of learning in general, and stimulate student interest. This will undoubtedly intensify the educational activities of students, even those who do not study in a philological field.

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Factors for increasing the motivation of non-philological students in the process of mastering foreign languages