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MOTIVATION MANAGEMENT IN FOREIGN LANGUAGE LEARNING**УПРАВЛІННЯ МОТИВАЦІЄЮ У НАВЧАННІ ІНОЗЕМНОЇ МОВИ**

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Abstract. This article considers the key aspects of motivation management in the process of learning foreign languages. The theoretical foundations of motivation, its types and influence on academic success are analyzed. Attention is also paid to methods and strategies that can be used by teachers to stimulate students' interest in language learning. Recommendations for creating a motivational environment, taking into account the individual needs of students, were considered.

The influence of cognitive processes on the success of mastering foreign languages is also investigated. Particular attention is paid to the use of cultural materials in the educational process, which create conditions for motivation and contribute to the deepening and expansion of students' cognitive activity.

The article also outlines six methodologically significant personal qualities that should be taken into account to increase communicative motivation: context of activity, personal experience, sphere of desires and interests, emotional-sensory sphere, worldview and student status in the group.

The results of the research can be useful for teachers of foreign languages and methodologists who seek to improve the effectiveness of teaching.

Keywords: Motivation, cognitive activity, educational process, foreign languages, motivational environment, individual needs of students

Анотація. У статті розглядаються ключові аспекти управління мотивацією у процесі вивчення іноземних мов. Проаналізовано теоретичні основи мотивації, її типи та вплив на успішність у навчанні. Прислідяється також увага методам і стратегіям, які можуть бути використані викладачами для стимулювання інтересу учнів до вивчення мов. Були оглянуті рекомендації щодо створення мотиваційного середовища з врахуванням індивідуальних потреб учнів. Також досліджується вплив когнітивних процесів на успішність в оволодінні іноземними мовами.

Окрема увага приділяється використанню культурних матеріалів у навчальному процесі, які створюють умови для мотивації та сприяють поглибленню і розширенню когнітивної активності студентів.

У статті також окреслюються шість методологічно значущих особистісних якостей, які слід враховувати для підвищення комунікативної мотивації: контекст діяльності, особистий досвід, сфера бажань і інтересів, емоційно-сенсорна сфера, світогляд та статус студента в групі.

Результати дослідження можуть бути корисними для викладачів іноземних мов та методистів, які прагнуть покращити ефективність навчання.

Ключові слова: мотивація, когнітивна активність, навчальний процес, іноземні мови, мотиваційне середовище, індивідуальні потреби учнів

Introduction.

Motivation management in foreign language learning is one of the central

problems of teaching methods in foreign language schools. A foreign language as a subject has a number of specific features, one of which is mastering foreign languages by teaching the ability to communicate in foreign languages. Unfortunately, at the moment, teaching foreign languages is mainly of an artificial and educational nature due to the lack of a “natural need” for communication in foreign languages among schoolchildren.

In this regard, the teacher faces the task of creating an environment of foreign language speech communication in the process of language learning that is as close as possible to natural conditions.

The most important factor stimulating the process of foreign language speech communication should be considered the motivation for learning foreign languages.

In recent years, this problem has been studied within the framework of the activity-based approach to learning developed by Ipek, S., Sigirtmac, A. and others.

Main text.

At the moment, there is no consensus or unambiguous solution to this problem, namely, what is motivation in general and motivation of educational activity in particular.

According to Dörnyei, "a motive is what explains the nature of a given speech act, while a communicative intention expresses what communicative goal the speaker pursues when planning one or another form of influence on the listener" [1].

In the field of teaching foreign languages, psychological issues of motivation are addressed in the works of Dörnyei, Z., Ushioda, E., Shamsutdynova, M.-S. and others.

In foreign literature, much attention is also paid to the role of motivation, called "Motor" and "Key-word" by foreign authors in teaching foreign languages.

Numerous experiments have shown that during one academic year, the attitude of students to various types of speech activity in foreign languages can change dramatically in the negative or positive direction. This, in turn, depends on the teacher's style of work (constant use of only one textbook, monotonous types of

exercises weakens positive emotions, the student turns into a passive observer), on the teaching and methodological kit, on the learning results, etc. Thus, Elliot experiment showed that the higher the academic performance in foreign languages, the deeper in the student's subconscious the positive attitude towards learning foreign languages [3]. And vice versa, low academic performance strongly correlates with a negative cognitive, mnemonic, communicative attitude. A positive attitude towards learning foreign languages contributes to improving the results of mastering speech activity [2].

For the optimal organization of cognitive and speech activities, it is essential to understand the types of motivation. Learning motivation can be determined by external (narrowly personal) motives and internal motives [4].

External motives are not related to the content of the educational material: the sense of duty or obligation (broad social motives), the motive of evaluation, personal well-being (narrow social motives), and the lack of desire to learn (negative motives). Internal motives, on the other hand, are related to the content of the educational material: motives for cognitive activity, interest in the content of learning (cognitive motives), motives for mastering general methods of action, and identifying cause-and-effect relationships in the studied material (educational-cognitive motives).

According to McGregor, H., interest in the process of learning foreign languages is based on internal motives, which stem from the foreign language activity itself. Therefore, in order to maintain interest in the subject, a foreign language teacher should develop internal motives in students [3].

The teacher faces a number of tasks, the main ones being the use of interpersonal relationships and the creation of emotional well-being, which in turn will ensure the increased effectiveness of foreign language communication training.

Since motivation is a multifaceted phenomenon, it should include a whole range of means to sustain it. In the system of foreign language teaching, as a foreign language culture, the primary importance lies in the means of sustaining motivation for cognitive, developmental, and educational activities, which ultimately lead to the formation of communicative motivation in those learning foreign languages.

In the overall structure of motivation, the dominant element is the primary motive that determines educational activity and shapes the attitude towards it. This is the cognitive motive, as it is based on a constant desire for knowledge; it is also connected to the content and organizational aspects of the educational activity itself.

During the educational process, specific emerging motives also come into play, guiding the setting, acceptance, and resolution of individual tasks to achieve specific goals in learning foreign language communication.

Cognitive motives in mastering foreign languages are differentiated as follows: interest in the foreign language as such contributes to the formation of motives for analyzing linguistic phenomena, engaging in various activities with the foreign language in terms of form and content, and developing linguistic thinking. The possibility of using the foreign language as a means of exchanging information, acquiring knowledge, studying the culture, history, development, and reality of the country of the studied language, and broadening one's horizons forms a motive for relating to the foreign language as a necessary means of cognitive activity.

Since learning foreign language communication occurs through communication, which is a highly personal process involving the exchange of ideas, interests, and the transmission of character traits, considering students' personal qualities is of paramount importance in communicative teaching. Without considering these factors, students' speech actions become detached from their real feelings, thoughts, and interests, losing the source that fuels their speech activity.

It is precisely the consideration of personal qualities that leads to the emergence of situational communicative motivation, ensuring students' proactive participation in educational or real communication.

From the vast array of personal qualities, the traditional approach to personal individualization, which fosters communicative motivation, suggests considering six methodologically significant personal qualities of the student: the context of activity; personal experience; the sphere of desires, interests, and inclinations; the emotional-sensory sphere; worldview; and the student's status within the group. All of these factors encourage students to learn.

Summary and conclusions.

Success in mastering foreign languages in its cognitive function contributes to the development of linguistic intuition; the satisfaction of cognitive motives during the study of a foreign language forms a stable motivation for continuous work with it; the use of foreign languages to obtain specific information (reading magazines, newspapers, dictionaries, etc.) makes the language indispensable in the learner's cognitive activity. At the same time, the foreign language itself enhances the overall cognitive activity of learners, thereby increasing their motivation to study the language.

The use of cultural materials in the educational process for foreign languages creates conditions that motivate the learning process and also contributes to the deepening and expansion of students' cognitive activities.

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