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*Рекомендовано до публікації канд. іст. наук, проф. А.С. Міносяном, доц. А.О. Борисовою.*

*Отримано 01.04.2016. ХДУХТ, Харків.*

УДК 316:628:376.68

## **МОТИВАЦІЯ ЯК ІНТЕНСИФІКАТОР ОПАНУВАННЯ ІНОЗЕМНОЇ МОВИ В НЕМОВНИХ ВНЗ**

**А.О. Борисова, В.О. Архипова, А.О. Колесник, О.О. Мануєнкова**

*Виділено основні компоненти мотивації оволодіння лексикою. Розглянуто суть та основні характеристики видів мотивації навчальної діяльності, їх застосування під час аудиторної та самостійної роботи студентів. Визначено шляхи посилення мотивації опанування іноземної мови в немовних ВНЗ. Наведені види мотивації діють у нерозривному зв'язку під час навчального процесу.*

**Ключові слова:** навчальна діяльність, опанування іноземної мови, мовна компетенція, цільова мотивація, сила мотивації.

## **МОТИВАЦИЯ КАК ИНТЕНСИФИКАТОР ОСВОЕНИЯ ИНОСТРАННОГО ЯЗЫКА В НЕЯЗЫКОВЫХ ВУЗАХ**

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*Выделены основные компоненты мотивации овладения лексикой. Рассмотрена сущность и основные характеристики видов мотивации учебной деятельности, их применение во время аудиторной и самостоятельной работы студентов. Определены пути усиления мотивации освоения иностранного языка в неязыковых вузах. Приведенные виды мотивации действуют в неразрывной связи во время учебного процесса.*

**Ключевые слова:** учебная деятельность, освоение иностранного языка, языковая компетенция, целевая мотивация, сила мотивации.

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## MOTIVATION AS AN INTENSIFIER OF MASTERING A FOREIGN LANGUAGE IN NON-LANGUAGE HIGHER EDUCATIONAL ESTABLISHMENTS

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*Teaching and learning languages in the modern world is not only giving knowledge about different linguistic aspects and practising exercises in course books, but also teaching with a more global perspective. At the stage when concernment as well as interest equally result in specific activity and become its motives, it is possible to speak about motivation. Communicative competence leads language teachers to incorporate motivational strategies in teaching English as foreign language (TEFL) and to seek task-oriented activities that engage their students in creative language use. The work is devoted to determining the main components of the motivation of mastering a foreign language as well as specific ways with the help of which it should be intensified. On processing and generalizing information about the types of motivation, it is possible to mark out the following types of motivation characteristic for mastering a foreign language: target (communicative) motivation; country study motivation; instrumental motivation; cognitive motivation; aesthetic motivation as well as motivation derived from realizing the progress achieved in mastering a foreign language and motivation conditioned by the desire of those who study a foreign language to obtain complete information. To intensify motivation of learning activity in mastering a foreign language, it is necessary to stimulate the desire of students who study a foreign language to ask about unknown foreign language equivalents of the words they need, and then to use the latter in their speech.*

**Keywords:** learning activity, mastering a foreign language, linguistic competence, target motivation, strength of motivation.

**Statement of the problem.** The issue of motivating a foreign language learning has always been of great importance and it is frequently discussed in the educational environment. Teaching and learning languages in the modern world is not only giving knowledge about different linguistic aspects and practising exercises in course books, but also teaching with a more global perspective. Authentic material is all around us and the teacher's role is to make correct choices in order to raise motivation and interest in teaching and learning about new cultures. There is no need to explain what a foreign language acquisition interest is. However, what is the motivation?

The term «motivation» comes from the Latin word «movere» which means «to move». Motivation is a process rather than a product. Therefore, it cannot be observed directly, motivation can be inferred from actions and verbalisations. Motivation involves goals that provide impetus for and direction to action [1]. Goals may not be exactly clear and may alter with experience. Motivation requires that people understand the relation between

their behaviour and desired outcome [2]. Motivation may be physical, meaning effort and persistence; and mental, meaning cognitive actions, such as planning, monitoring, organising, assessing situations and making decisions. One of the contemporary perspectives assumes that motivation is a complex phenomenon that depends on a host of personal, social and contextual variables and changes with human development. It also reflects individual, group, and cultural differences in beliefs, values and goal set-ups [3].

Concernment and interest in foreign languages learning do not always result in active linguistic performance and speech activity. At this stage when concernment as well as interest equally result in specific activity and become its motives, it is possible to speak about motivation. The high degree of motivation of learning activity means that concernment about it contributed to the manifestation of willpower efficient enough to overcome all internal and external obstacles. The degree of motivation is the degree of concernment that causes activity. The basis of motivation is awareness of the usefulness and necessity of one's own actions or activity in general, anticipation of the sense of satisfaction that can be derived from the activity process itself or achieving the goal.

In recent years, language researchers and practitioners have shifted their focus from developing individual linguistic skills to the use of language to achieve the speaker's objectives. This new area of focus, known as communicative competence, leads language teachers to incorporate motivational strategies in teaching English as foreign language (TEFL) and to seek task-oriented activities that engage their students in creative language use.

**Review of the latest research and publications.** The most important work done in the sphere of motivation and foreign language learning has been by Robert Gardner (earlier with Wallace Lambert, and later with research associates at the University of Western Ontario). Gardner and Lambert suggested that those people who identify positively in this way would like to resemble the foreign peoples concerned, to understand their culture, and to be able to participate in it. This pattern of motivation they label an integrative orientation. Gardner and Lambert also described an instrumental orientation to language learning. This type of motivation is based on the advantages that can accrue if a language is known, e.g. professional advancement; capacity to do one's job well; ability to read useful material in the target language; potential to exploit members of the foreign culture, etc. [4].

Furthermore, most psychologists concerned with learning and education use the word motivation to describe those processes that can (a) arouse and instigate behaviour, (b) give direction or purpose to behaviour, (c) continue to allow behaviour to persist, and (d) lead to choosing or preferring a particular behaviour [5].

Harmer said that people involved in language teaching say that students who really want to learn will succeed whatever the circumstance in which they study. Students frequently succeed in what appear to be unfavourable conditions; they succeed despite using methods which experts consider unsatisfactory. In the face of such phenomena it seems reasonable to suggest that the motivation that students bring to class is the biggest single factor affecting their success [6].

Learners want to be competent and often seek learning as a means to this end. However, competence is not just the resulting benefit of a learning achievement. It is, quite important for motivation, the personal feeling and beliefs that the process of learning can enhance in the learners themselves while they are learning [5].

**The purpose of the article** is to determine the main components of the motivation of mastering a foreign language as well as specific ways with the help of which it should be intensified.

**Presentation of the research material.** On processing and generalizing information about the types of motivation described in the literature on psychology and in view of observing students' attitude to mastering a foreign language under modern conditions of the growing integration of Ukraine into the global community it is possible to mark out the following types of motivation characteristic for mastering a foreign language:

1. Target (communicative) motivation.
2. Motivation derived from realizing the progress achieved in mastering a foreign language or certain linguistic aspects.
3. Motivation caused by emotional and personal interest of students in the country of the language learnt (country study motivation).
4. Cognitive motivation generated by the interest in a deeper understanding of a linguistic form.
5. Motivation conditioned by the desire of those who study a foreign language to obtain complete information.
6. Motivation caused by the sense of satisfaction that can be obtained during exercising certain types of work – instrumental motivation (exercise is a «tool» of education).
7. Motivation caused by the sense of aesthetic pleasure when performing training activities (aesthetic motivation).

Let us consider these types of motivations in more detail.

1. Target (communicative) motivation. In their classifications of the motives of human activity, the authors on psychology (S.L. Rubinstein, P.M. Jakobson, V.S. Merlin, N.I. Zhynkin) determine the motives directly related to the purpose of such activity. They point out that clear understanding of purpose determines the strength of motivation. So, it is

possible to speak about the target motivation of learning activity in general and about the target motivation of mastering a foreign language vocabulary in particular.

Realizing that certain lexical items are necessary for the future discourse in a foreign language greatly facilitates their learning. So, it is possible to speak about the target communicative motivation. Students who study a foreign language can completely understand words applicability not only for solving specific linguistic tasks, but their applicability for communicating outside the classroom as well.

It is well known that a person should endure «lack of something» [2] for the origination of a motive. In this case, the method of so-called concrete-motivational introduction of specific vocabulary can be applied. Solving linguistic task assigned by the teacher, those who learn a foreign language, find the lack of specific lexical units. But still wanting to solve the given task students, as a rule, usually ask the teacher questions about unknown words that they immediately use in their speech.

To intensify the target motivation of learning vocabulary, especially terminology, it is necessary to stimulate the desire of students who study a foreign language to ask about unknown foreign language equivalents of the words they need, and then to use the latter in their speech. This requires the development of specific techniques that will be naturally included in the process of motivated introduction of a foreign word or a term. First, it is necessary to teach students to ask questions before doing a linguistic task. For example, students are offered a linguistic task: describe the process of cooking a dish. They think over their message, identify lexical gaps, ask the teacher about the unknown foreign language equivalents of the words, phrases or terms they need, and then they use them in their reports. Experience shows that even such a simple, at a first glance, task as teaching students first to ask questions about unknown equivalents requires long and painstaking work. In the future, the task is complicated by the fact that students learn to «switch on» external speech even when they do not know foreign language equivalents of the words they need: in such cases, they interrupt their speech, ask questions, and only then they finish their report.

The purpose of motivated introducing vocabulary entries is to increase the quantity of firmly assimilated lexical items or terms at a time (per lesson) by intensifying target communicative motivation.

2. Motivation which is generated by achieved progress. The feeling of satisfaction which arises from the awareness of anyone own progress, plays exceptional role in learning of foreign language. To intensification of this type of motivation it is recommended throughout the educational process to carry out an inventory of the progress. An example of this type of the inventory is listing by students of previously studied of oral topics before starting work on new topic and its vocabulary.

For example, the course of «Professional English» for students of economic specialties allows using of special themed tables and lexical cards (word maps), where students write studied new words (terms) and phrases. In this way, after the studying of each new topic, we have a possibility to get visual idea about the possibilities of communication, which undoubtedly are increased.

There are special tasks (exercises) which are aimed at thematic indication of new words for intensification of this type of motivation. For example, during the entering of the term «advertising» students are invited to clarify the situations and structures that this term can be used («Good and bad advertisements», «Advertising media and methods», «Successful advertising campaign»). Such exercises which can be called situational and inventory not only promote spontaneous memorization of vocabulary, but also develop the students' desire to analyze learned vocabulary from different perspectives.

Motivation which are generated by students' awareness of their progress in foreign language mastering, is intensified by their desire for cluttering of linguistic facts. The desire to use learned words and word combinations, call in foreign language phenomena and facts of reality, for checking of their communicative competence is one of typical forms of inventory aspirations.

3. Country-specific motivation. The essence of country-specific motivation is emotional and personal relation of students to the country and people whom language they are studying, to its historical and cultural traditions. It is necessary to systematically develop and intensify the educational needs of students during the language learning. This type of motivation can be very effective and strong type of «internal» motivation of those who study foreign language without foreign language linguistic environment.

Country-specific nuance of main themes on everyday life subject matter improves learning of lexical material. The fact of «displacement» of everyday actions and events in the country the language of which is studied increases the interest of those who are taught to the specifics of English language and helps overcome the interference of the native language during mastering grammar structures and language material.

These may be the topics of tourism orientation: «Travelling», «Staying at a hotel», «Shopping», «Going sightseeing», as well as more specific topics which are related to future professional activity: «The importance of cultural awareness in business», «Authentic product promotions», «Doing business across cultures». In such cases, country-specific motivation merges with the motivation which is generated by awareness of achieved success in learning of foreign language. Role-playing games help to consolidate learned material.

4. Cognitive motivation. In this case the cognitive motivation which is generated by the desire of students to in-depth understanding of foreign language vocabulary with aim at independent search. It is important that they have desire for in-depth study of various meanings of the word (term), for obtain interesting information about it. Several stages are necessary for realization of this set. At first teacher gives appropriate explanations, uncovers etymological relations between the new word and those that have been learned before, between borrowing and foreign language vocabulary in their native language, reveals the essence of idiomatics etc.

Semantization of new lexical units is produced by students with use of context and translation (to book; comfortable; to analyze; marketing strategy; innovation; risk taking).

Systematic carrying out of such search work develops linguistic quick-wittedness and promotes involuntary memorization of words.

5. Motivation is caused by desire of obtaining the fullest information. Cognitive process is stimulated under existence of gaps in any topic in our knowledge. Student learns new vocabulary relatively easy and fast if he feels the necessity for addititious vocabulary. It is necessary to create for students the common set for obtaining the fullest information for intensification of this type of motivation.

Tasks on creation of various lexical «Microsystems» which are required of systematic practice are very important.

For example:

- match the term and the definition;
- give antonym/synonym to the term;
- choose the appropriate preposition to complete the expression.

6. Instrumental motivation. In the methodological literature repeatedly emphasized The importance of readiness of students who study foreign language to do variety of exercises and the pleasure they get from doing these exercises and tasks, as well as their desire to master new types and forms of work and further improvement in the doing of exercises and tasks were learned earlier. Satisfaction may also arise from the fact that this activity has become ingrained habit, the need of the student.

Intensification of this type of motivation is closely related with taking into account of individual aptitudes, abilities and talents. Some students specialize on compiling of sentences and even situations according to keywords which at first sight have no semantic connection. Other students are the best in texts dramatization, drawing up dialogues, creation of endings for unfinished stories. Intensification of instrumental motivation largely depends on the involvement in the execution of some exercises appropriate specialists, the leading roles are assigned to students according to their aptitudes and tastes.

Competition factor during the doing of certain types of exercises has great importance for what students should know the criteria for marking their knowledge. For example, the quality of dialogue is marked by the number and naturalness of replicas, using of studied vocabulary, etc.

Intensification of instrumental motivation is also achieved by using in educational practice of new and interesting kinds of work which should gradually become more complex; they must consistently incorporate new elements. It is related to teaching students corresponding methods (algorithms) of actions. It is important for students to know how to create more complicated versions of familiar exercises.

For example, after a study of the topic vocabulary and work on dialogues, students are given the task:

– make up dialogues using the following words and word combinations: *Are you ready to order?, to be in a hurry, cereal, fresh or canned fruit, anything else?*

Forming of positive emotional attitude of students to certain types of exercises, learning of techniques by them gives the teacher an opportunity sometimes to limit the introduction of new vocabulary, providing choice and even possibility of exercises compiling by students.

7. Aesthetic motivation. During mastering of foreign language vocabulary aesthetic motivation can be presented in two forms, depending on which channel is the leader of aesthetic pleasure – auditory or visual. Colorful tutorials, visual aids are used in work on vocabulary intensify aesthetic motivation. Technical training equipment such as audio and video recorders, TV programs, computer which help to memorize particular image in the memory of the student play an important role in the formation of aesthetic pleasure. They develop desire for good notes design, independent search of aesthetically beautiful illustrations for learning vocabulary of the students.

**Conclusions.** These types of motivation often operate in continuous relations during the studying process. However, we were able to better identify the specific ways which can provide mastering foreign language vocabulary in optimal conditions.

To summarize, it can be said that the constructivist theory of learning encourages and accepts the students' autonomy and initiative. Combining the use of authentic material with guided instructions through the interactive methodology gives the students a supportive environment for resultive learning. Both, intrinsic and extrinsic motivations depend on time and context. They can exist within an individual at the same time. Intrinsic motivation is linked to personal experience, better conceptual comprehension and greater creativity. It is contextual in nature. Extrinsic motivation, on the contrary, is based on something extraneous to the activity or to the person. The positive effect of the use of motivators, which in the

education field is generally external ones, depends largely on the fact that students must see a relationship between their behaviour and outcome. The motivators must be relevant to their work and lives. Students' intrinsic motivation can be influenced by challenge, curiosity, control and fantasy. Being given the possibility to choose adds intrinsic satisfaction and also supports the feeling of competence and effectiveness in the task.

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*Рекомендовано до публікації канд. філол. наук, доц. І.В. Удовенко, канд. філол. наук, доц. М.В. Арделян.  
Отримано 01.04.2016. ХДУХТ, Харків.*