



The Importance of Motivation in Learning A Foreign Language

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ABSTRACT

This article discusses the importance of motivation in learning a foreign language. It studied the problem of learning motivation as the problem of transforming the object of learning into the subject of learning activity. The stimulating effect of external motivation on the learning process can be quite strong, so it is important to build it in such a way that students at each stage feel progress towards the goal.

Keywords:

motivation, interest in the subject, mastery of a foreign language culture, personality formation, communicative motivation.

When starting to study a foreign language, one cannot complain about the lack of interest of students in the subject. But over time, interest wanes significantly. The question arises: why? One reason is the misconception that the student is supposed to be in charge of learning. Teaching is knowledge. You can not oblige a person to know something, even if it is written in the charter. Until the duty is recognized and accepted by the student as MY duty, he will be "under teaching" and not learning. Therefore, the problem of learning motivation is the problem of transforming the object of learning into the subject of learning activity. There is no activity without motivation. Meanwhile, when mastering a foreign language culture as a means of personality formation, it is not at all indifferent what motives encourage the student to carry out activities. It is important to bring the most valuable motives to the level of full awareness in order to give them a motivating force. And the importance of invaluable motives is important to reduce.

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that students at each stage feel progress towards the goal. To do this, you can use various sources of information that show the importance of knowing a foreign language (movies, special literature, newspapers, magazines, etc.). You can have conversations about the meaning of the English language. With pleasure, the guys perform the tasks of the following nature.

1. Make a selection of foreign words that they use, hear, meet in books.
2. What foreign programs, films, cartoons are shown on TV?
3. What books by English authors are there in the library or at home?
4. Are foreign words used on the signs of shops, offices in our city? Etc.

To collect such information, students need to be active, able to interact with other people. Performing such tasks, students do not notice how external motivation merges with internal motivation and is reinforced by it.

The main type of intrinsic motivation is communicative motivation. Most students want to communicate, correspond with each other, with foreigners, they want to be translators,

reporters. Despite this desire of students to communicate, it is this type of motivation that is most difficult to maintain. In the atmosphere of the native language, mastering a foreign language appears as an artificial means of communication, which means that the situations used in teaching are artificial. No matter how hard the teacher tries to create a natural situation for communication, language remains an artificial component of this situation. Therefore, it is necessary to turn more to the imagination of the children, to fantasy, to the game.

The game liberates the child, stimulates his imagination, reveals his creative possibilities, the properties of his personality. Games turn the lesson into a lively interesting activity. The use of gaming forms of learning, and primarily role-playing games, is a distinctive feature of intensive methods.

Tasks of a creative nature, involving primarily the performance of speech exercises, as well as exercises with different directions of speech action, allow you to avoid the monotony of actions, reduce the mental fatigue of students. The use of project methods in the classroom allows you to comprehensively implement methodological and pedagogical tasks. Students learn a foreign language with interest, they form active logical and semantic operations, a favorable environment is created for maintaining and strengthening the health of schoolchildren.

One of the characteristics of intensified learning is student-centered communication. It is necessary to be aware of the life of your students, to know about the most important events that happened to them. This will allow the student to share their joys and troubles, problems, plans for the future. It is also necessary to study the interests of each student well and take them into account when organizing communication. It has been repeatedly verified that taking into account the interests of students creates motivation, stimulates activity, allows the student to more fully reveal his abilities and enriches other students.

In intensive methods, roles that are unusual for a student in life are also widely used,

for example, an alien, an astronaut, a foreigner. Here it is necessary to make the right choice of characters in the game, taking into account the interests and level of their general development. It is necessary to take into account the personal properties and psychological characteristics of the student.

A special place in intensive training is given to work with music, songs, poems and visual aids. It has been noticed that listening to poems, and especially songs, not only creates a pause for relaxation, rest, but also includes work on the lesson material.

I attach great importance to the creation of a communicative environment in the classroom. The wording of the task should be communicative in nature, and the content of the teaching materials should be interesting to students. The lesson comes to life when facts, events that directly affect the students themselves become its content.

An important type of internal motivation is the motivation generated by learning activities. It is necessary that students see the speech perspective of the use of language material. So, when introducing new words, it is necessary to explain that they will be needed for a conversation on a topic, for a skit, for reading a text, etc.

The development of linguistic conjecture plays an important role. I try to encourage students to guess language. So when reading texts, I direct their attention to clues and supports in the text itself. I believe that it is necessary to equip students with certain methods of mastering a foreign language, it is also necessary to teach them how to work with various dictionaries, reference books, diagrams, tables.

The teacher, with his benevolent attitude towards students, his interest in their success, stimulates their activity. The position of a teacher in the educational team is the position of an assistant, consultant, and friend.

Reasonable exactingness, working atmosphere and favorable conditions for communication are the optimal mode of the lesson, which develops in students a stable positive motivation for foreign language lessons.

In modern conditions of the rapid development of science and technology, the rapid accumulation and updating of information, it is impossible to educate a person for life, it is important to lay an interest in the accumulation of knowledge, to teach him to learn. Various aspects of the student's independent activity, his self-organization, self-management, self-control and independent work become the subject of special studies. At the same time, the ability for independent activity, as a personality trait of a student, is the goal of the entire educational process. We all know for a long time that knowledge acquired independently, by overcoming feasible difficulties, is assimilated more firmly. After all, in the course of independent work, each student comes into contact with the material being assimilated, concentrates his attention on it, mobilizing all the reserves of an intellectual, emotional and volitional nature. In addition to the fact that independent work causes the activity of students, it is individualized. Each student uses the source of information depending on their own needs and abilities. This property of independent work gives it a flexible adaptive character, which significantly increases the responsibility of each individual student and, as a result, his academic performance. In the rational use of independent work, there are significant reserves for increasing motivation. Its effectiveness depends on how voluntary it is. Therefore, the teacher should create only the grounds for the emergence of the need for independent work. It makes sense to create a situation in which students would feel a lack of learned material for communication, they should be pointed to a specific source of information to fill this gap.

The source of information, first of all, is a textbook, which includes a grammar guide, a dictionary, a linguistic and cultural guide, and more. The material in these reference books is selected in accordance with the age characteristics of students. Also sources of information include the texts of the textbook and additional texts. The teacher has the following didactic tools at his disposal to manage independent work: memos, leading questions, supports, etc.

Experience shows that students are not always able to construct a monologue statement after completing an exercise from a textbook. Therefore, it is often necessary to include additional exercises in the work that help to achieve the desired result. These can be exercises of this type:

1. Choose a key sentence and rephrase.
2. Restore the sequence of events.
3. Expand the statement at the expense of previously studied material.
4. Make a sentence from these words.
5. Make a plan for the text.
6. Text retelling:
 - reproduction of the content of the text in the form of a "snowball";
 - retelling of the text addressed to a person unfamiliar with its content;
 - statement based on the plan;
 - statement based on several texts.

Independent work should be carried out both in the classroom and at home. The independent activity of schoolchildren can be effective only if it is well prepared by preliminary work carried out under the direct supervision of the teacher.

Poems help to consolidate the language material and generalize the speech of students. The material presented in poetic form is much easier for children to assimilate. Practice has shown that when a poem is learned by heart, then all of its lexical content is included in the student's active dictionary. Thus, the basis for unprepared speech is created. Poems containing RO are of great value. When working on them, it is necessary to teach schoolchildren to choose individual ROs from the text and use them in their statements, conversations, and dialogues. It is very effective to use the poem as examples in mastering the grammar material.

When working on a poem, pronunciation is practiced, skills of expressive reading and analysis of visual means of the language are developed.

Active forms of learning include non-traditional forms of the lesson. I usually turn to such forms at the final lessons, when students have the necessary vocabulary. Non-traditional lessons require a lot of advance preparation. Pupils in the classroom and outside of school

hours have to learn poetry, read additional texts, and prepare design.

No one needs to be convinced that learning to read is one of the cornerstones of the foreign language teaching system, which ensures the safety and replenishment of knowledge, the ability to use it under any circumstances. Reading is a source for replenishing the student's vocabulary and a starting point for a variety of statements of a monologue and dialogic nature. Reading is a source of obtaining new intellectual and aesthetic information, enriching the personality of the student, if the learning process develops in him the ability to use this source. I join the opinion that reading today is the most real form of using the language competence acquired at school. In order to apply the oral speech skills acquired at school, a graduate needs at least one permanent interlocutor who speaks English, with whom he will meet regularly, which is very problematic in our conditions. And the use and development of reading skills does not require any additional conditions. A graduate of any high school can do this on his own, one on one with a book, a magazine, a newspaper, and this will open up new perspectives for him in professional and personal improvement. But in order for reading to fulfill its role successfully, it must become an enjoyable activity for the student, transformed into pleasure. This is not easy to achieve. I constantly remind my students of a simple truth: "To learn to read, you need to read a lot." I try to form in students an awareness of the purpose of reading, the use of possible lexical, grammatical and other supports to extract the maximum amount of information from the text, the willingness to take risks, to guess, not being afraid to make inaccuracies. To meet the possible difficulties of a foreign language text, it is necessary to prepare students in advance, purposefully orienting the work on the language material.

For a more complete picture of the attitude of students to the study of a foreign language, every year I conduct an anonymous survey of students. Its results show that, even despite their not very high natural abilities, most students have a positive attitude towards learning a foreign language. I believe that every

teacher should be guided in their pedagogical activities by the following rules: "Love children, be tolerant, improve your knowledge, be frank and free, do not dare stop there, and success will come to you!"

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