

Issues on increasing students' motivation in teaching foreign languages

Problemas para aumentar la motivación de los estudiantes en la enseñanza de lenguas extranjeras

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ABSTRACT

The article deals with the issues related to analyzing the notion of motivation and the role of techniques in increasing students' motivation for learning a foreign language. Of course, the very fact of using a variety of techniques and tasks does not mean anything. A mechanical increase in quantity does not mean good quality. However, if the teacher does not know and does not use anything in the lesson, except for question-answer exercises, reading aloud, translation and mechanical retelling of the read, it is unlikely that in such a style he/she will enhance the motivation for learning and the actual formation of communicative competence. Motivation is the main thing for achieving success. Choosing and using the forms of work in the classroom teacher decides him/herself. The most important thing is to remember that learning a language should be a pleasure and interesting.

Key words: communicative competence, activity, content, level, teacher's guide, motivation, learning process, individual.

RESUMEN

El artículo trata los temas relacionados con el análisis de la noción de motivación y el papel de las técnicas para aumentar la motivación de los estudiantes para aprender un idioma extranjero. Por supuesto, el solo hecho de usar una variedad de técnicas y tareas no significa nada. Un aumento mecánico en la cantidad no significa buena calidad. Sin embargo, si el maestro no sabe y no usa nada en la lección, excepto los ejercicios de preguntas y respuestas, la lectura en voz alta, la traducción y el recuento mecánico de la lectura, es poco probable que en ese estilo él / ella mejore la motivación. para el aprendizaje y la formación real de la competencia comunicativa. La motivación es lo principal para lograr el éxito. Al elegir y utilizar las formas de trabajo en el aula, el profesor decide por sí mismo. Lo más importante es recordar que aprender un idioma debe ser un placer e interesante.

Palabras clave: competencia comunicativa, actividad, contenido, nivel, guía del profesor, motivación, proceso de aprendizaje, individual.

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Recibido: 25/05/2019 Aceptado: 15/08/2019

Modern psychologists and teachers are united in the fact that the quality of the activity and its result depend, first of all, on the motivation and needs of the individual. We must not forget that every teacher in his lesson is an actor and his place at the blackboard is a stage. The success of the lesson depends on how he plays in the lesson. But this does not mean that children, too, cannot take part in the "performance". The method of dramatization has been used in educational and extracurricular activities for a long time, but its forms depend on the imagination of the teacher and students.

In the modern world, the role of a foreign language is increasing significantly. Every teacher wants to make his work interesting and fascinating. The main goal of teaching foreign languages is the development of students' communicative competence, and their personality, willing to participate in intercultural communication in a foreign language and their further capability of self-improvement. But the quality of achieving the goal depends on the motivation and needs of the individual (Vlasova I. .2006).

In creating the abilities of learners, their level of exposure and creative potential the modern pedagogical technologies such as learning in collaboration, project method, the use of new information technologies, Internet resources help to realize a student-centered approach to learning, provide for individualization and differentiation of learning.

Mastering any foreign language requires hard and particular work. It is clear that such intellectual activity must be highly motivated. In this regard, questions of motivation are becoming increasingly relevant, they are studied by teachers, psychologists, methodologists. "It is necessary to note that motivation in learning is the foundation of progressive growth in learning English and serves as an excellent assistant in achieving your goals and obtaining a decent profession" (Galskova N.D. 2013)

Motivation is the most important basis for achieving success in learning languages. This is the main force that ensures student engagement in class work. Motivation is characterized, above all, by the students' interest in the subject and their desire and readiness to study it. Motivation is understood as a system of encouraging actions that guide learning activities, in the case of a teacher's positive attitude, to a deeper study of foreign languages, its improvement and a desire to develop speaking skills in a foreign language. For optimal organization of the educational process, it is important to know the motives of the students and the correctly identifying and intelligently managing this process (Gordeeva T. O. 2015).

There are following types of motivation:

- *Academic* - cognitive motivation of students. It is their persistent intrinsic motivation: "I want to study well", it is necessary that everyone should say to themselves: "I can! I will win!";
- *Purposeful* - well absorbed what is needed for this activity, what it is aimed at and with the help of what is carried out;
- *The motivation for success*, if the subject succeeds, then it is studied with double interest. Motivation in learning a foreign language increases significantly if the prospect of using tasks is realized not only in class, but also in extracurricular activities.
- *Cultural motivation* - the language quickly responds to all social changes in the life of a country. It reflects the customs of the country. All this has a value for understanding the social nature of language.
- *Aesthetic motivation* - helps to make learning a language a pleasure.
- *Instrumental* - takes into account the temperament of students and allows each teaching to express themselves in their favorite type of work.

The problem of motivation in learning process arises by How to motivate students for learning FL? What methods need to select?

There are many ways to encourage students to learn English (Zaitseva M.V. 2014).

Creating an atmosphere of enthusiasm, optimism and learner's confidence in their abilities

Creating a motivation to learn a foreign language and to communicate is impossible without creating an atmosphere of enthusiasm and optimism, learner's confidence in their abilities and capabilities in the classroom. It is important for the teacher to be a real example of an optimistic person towards students and colleagues. It is extremely important and necessary to set for students or to help them set realistic and achievable goals and objectives for themselves.

Meetings and discussions with native speakers

Meetings and discussions with native speakers are another incentive that increases students' interest in learning English. Discussions, as a rule, take place on a given topic, a topic is usually selected according to the age group of students, or where you can ask a question on any topic, the conversation should be in the "question-answer" mode. During these discussions, students have the opportunity to practice speaking with native speakers and develop their listening skills, as well as realistically assess their level of English, which encourages deepening their knowledge of the English language.

Using the creative technique of "Six Thinking Hats"

"Six Thinking Hats" is a creative method of teaching foreign languages, contributing to increase the motivation of students for learning foreign languages. Six thinking hats is a method that helps students to discuss problems by expressing different points of view. This technology was created by Evard de Bono. This technology improves communication and decision-

making ability within the group. It helps to structure thinking and makes it more efficient. Suggestions, judgments, criticism, information and emotions are mixed together due to the each “Hat of Thinking” has a different style of thinking.

Working with newspaper materials

One of the goals of teaching English is to bring the educational level of students closer to the European standard. Newspaper vocabulary is relevant and modern. While working with the newspapers students understand the peculiarities of stylistics and new phenomena in learning languages.

The information contained in newspaper publications helps students to understand current trends in society.

Newspaper materials contain discussion questions which are helpful organizing discussion and will develop the skills of successful communication by using lexical units on a given topic.

Application of new information technologies

The use of new information technologies in teaching English is one of the most important aspects of improving and optimizing educational process as well as in organizing the lesson interesting and memorable for students.

Music

Music is one of the most powerful ways to influence the feelings and emotions of students. Music and song can be invaluable in learning a foreign language. The song provokes a big surge of enthusiasm and represents a pleasant and, at the same time, stimulating approach in studying the culture of foreign-speaking countries. Good songs are not forgotten, unlike grammatical structures that disappear from the head at the end of a lesson, songs can live for a long time and become part of one's culture. What are the methodological advantages of songs in teaching a foreign language?

- Songs are a means of better mastering and expanding vocabulary, as they include new words and phrases.
- The songs contain familiar vocabulary is found in the new contextual environment, which helps to activate it.
- Songs have better absorbed and activated grammatical structures
- Songs help improve pronunciation skills
- Songs contribute to the aesthetic education of students, collecting the team. Songs provide an opportunity to relax, relieve tension and restore performance.

Introduction of gaming technologies

The introduction of gaming technologies in class not only solves the problem of student motivation, but is also an effective tool at the stage of consolidating knowledge of vocabulary and grammar (Bocharova L.P. 1996) .

Dramatization

Dramatizing techniques contribute to the development of both the main types of speech activity and the formation of associative thinking, memory, teamwork skills, and creative initiative of the student.

In the process of dramatization, students improve their skills of dialogic speech, they learn to expressively read their roles, master some elements of stage writing. The value of dramatization in mastering the skills of speech activity is determined by the fact that it excludes mechanical reproduction of the material. In the course of dramatization, direct links are established with a specific situation, which creates favorable conditions for learning language material and developing the ability to communicate in the target language.

Literary translation of poems

Literary translation of poems creates the motivational needs of students of different levels of knowledge. There is no doubt that creative works increase students' interest in learning a language. AT as a result of working with rhymed texts, schoolchildren activate cognitive activity, which contributes to their self-realization.

Thus, it can be considered that the development of interest in learning English will be more successful if students have motivation formed by interesting additional teaching tools and teaching materials. The use of elements of various technologies in the classroom and extracurricular activities can help increase their interest and improve the various competencies of students in the English language.

As a result of the study, we can draw the following conclusions.

The main attention in teaching a foreign language should be given to the formation of communicative competence. As we mentioned before, motivation plays an important role the process of successful mastering a foreign language.

In addition, the main thing in teaching FL is pedagogical skills of the teacher, knowledge of their students, their age, personal, individual characteristics and the ability to choose the appropriate teaching aids, as well as correctly, methodically and competently organization of working with them.

Also, creative tasks are an important component in learning a foreign language. They help to keep the student's interest in the material being studied and to remove language difficulties. It is also evident that by complicating the tasks from the course to the course, it is possible to preserve the interest in the subject, and most importantly, develop the student's desire to search for information and correctly use it in his work.

Of course, the fact of using a variety of techniques and tasks does not mean anything. A mechanical increase in quantity does not mean good quality. However, if the teacher does not know and does not use anything in the classroom except question-answer exercises, reading aloud, translating and retelling the text, then this style is unlikely to enhance the motivation of learning and the actual formation of communicative competence. Most importantly, remember that learning a language should be a pleasure.

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