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## **ФОРМИРОВАНИЕ УЧЕБНОЙ МОТИВАЦИИ ПРИ ИЗУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА**

*Аннотация:* Статья посвящена проблеме формирования мотивации студентов при изучении иностранного языка.

*Ключевые слова:* иностранный язык, учебная мотивация, внешняя и внутренняя мотивация.

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## **THE FORMATION OF EDUCATIONAL MOTIVATION IN LEARNING A FOREIGN LANGUAGE**

*Abstract:* The article is devoted to the problem of the formation of educational motivation in learning a foreign language.

*Key words:* foreign language, educational motivation, external and internal motivation.

The problem of motivation in the study of foreign languages is becoming extremely actual in the epoch of globalization of all spheres of public life. Foreign language is becoming a major factor in the socio-economic and cultural progress of society. New political and socio-economic changes in this country in recent decades, its desire to cooperate actively with western countries influenced significantly the expansion of the function of a foreign language as a subject and led to rethinking the purpose, objectives and content of teaching foreign languages [1,2]. All above mentioned significantly increases the prestige of the subject

"foreign language" as an academic discipline of the University. Thus, the concept of motivation comes to the fore, as motivation is the main force in the study of a foreign language.

Such Methodists O. A. Danilova, D. V. Konova, R. A. Dukin determine that the educational motivation is characterized by a number of specific factors: the characteristics of the student (gender, self-esteem, the level of intellectual development); the characteristics of the teacher and his attitude to pedagogical activity; the organization of the pedagogical process; the peculiarities of the subject matter (in this case, a foreign language).

Thus, it may be stated educational motivation can be divided into external and internal one.

External motivation is not related directly to the content of the subject, and due to external circumstances, e.g. the motive of achievement is caused by the desire of a person to achieve success and high results in any activity, including the study of a foreign language, we have such example as getting excellent grades, diploma, etc.; the motive of self –esteem is the desire to establish itself, to get the approval of other people. A person learns a foreign language to get a certain status in society; the identification motive is a person's desire to be like another person, as well as to be closer to their idols and heroes (for example, to understand the songs of a favorite band); the affiliation motive is a desire to communicate with other people. A person can learn a foreign language to communicate with foreign friends; the motive of self–development is the desire for self – improvement. Foreign language serves as a means for spiritual enrichment and development of a person; pro – social motive is associated with the realization of public interest activities. A person learns a foreign language because he / she is aware of the social significance of learning.

Internal motivation is not related to external circumstances, but directly to the object itself. It is often called procedural motivation. A person likes a foreign language directly; he likes to show his intellectual activity. The action of external

motives (prestige, self-esteem, etc.) may increase internal motivation, but they are not directly related to the content and process of activity [2].

O. V. Naumova, the researcher of the problem of motivation formation in the learning process, considers motivation as the most important beginning of the process of mastering a foreign language, ensuring its effectiveness. At the same time, one should have in mind the following: motivation is the side of the learner's subjective world, it is determined by his own motives and addictions, realized by his needs. Consequently, all the difficulties of the challenge of motivation. The teacher can only influence it indirectly, creating preconditions and forming grounds on the basis of which the students have a personal interest in the work.

O. V. Naumova considers motivation system to encourage impulses that guide educational activity, in that case, installation of the teacher on a more in-depth study of a foreign language, its improvement and the desire to develop knowledge of the needs of foreign language speech activity. The key and decisive parameters are those inherent in the individual: personal experience, context of activity, interests and tendencies, emotions and feelings, worldview, status in the group. This allows you to call students' real motivation [3].

Let's consider some types of motivation applied to a foreign language. Communicative type of internal motivation is main, because mastering the ability to communicate is the first and natural need of foreign language learners. However, this type of motivation is the most difficult to maintain. The fact is that when mastering a foreign language in the atmosphere of a native language, a foreign language appears as an artificial means of communication. And so-called "natural situations", used in communication are in fact artificial in nature [4].

The next type of internal motivation is linguo-recognition, which consists of the positive attitude of students to the language matter itself, to the study of the main language signs. There are two ways of its formation: mediated, i.e. through communicative motivation and direct, by stimulating the search activity of students in the language material [6].

The complexity and versatility of the issue of increasing motivation, preservation and development of students' interest in the subject of "foreign language" is emphasized by many methodologists [6,7,8,9] and therefore offer different approaches to solve this problem. The solutions are associated with: 1) the creation of a special system of exercises, performing which students would feel the result of their activities; 2) the involvement of the emotional sphere in the learning process; 3) the nature of the pedagogical effects of the teacher, in particular the presence of incentives and reinforcements; 4) the use of audiovisual means in the classroom; 5) the use of personal individualization; 6) the identity of the teacher. Also, thanks to the observations, we can say that the increase in motivation goes through: 1) involvement of students in independent work in the classroom; 2) problem tasks and situations; 3) control of knowledge and skills; 4) country study material 5) the friendly attitude of students. According to psychological research of motivation and interest in teaching a foreign language, the efforts of the teacher should be aimed at the development of internal motivation of students, which comes from the activity itself and has the greatest motive power. Internal motivation determines the attitude of students to the subject and ensures progress in mastering a foreign language. If the student is encouraged to engage in activities when he likes to speak, read, understand foreign speech, learn new, then we can say that he has an interest in the subject of "foreign language" and the conditions are provided for achieving certain successes [5,6,7,8].

It has been shown types and subspecies of motivation are the main forces of motivation in the study of a foreign language. However, if the motivation is too strong, the level of activity and tension increases, resulting in low efficiency of work. In this case, a high level of motivation causes undesirable emotional reactions. It is necessary to find the best way, in which high efficiency is combined with the joy of learning a foreign language.

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