
Liudmyla Hapon

Lecturer of Foreign Languages and Methodology Department, Pedagogical Institute
Borys Grinchenko Kyiv University, Ukraine

MOTIVATION OF STUDENTS TO LEARNING FOREIGN LANGUAGES WITHIN PEDAGOGICAL SPECIALITIES

The idea of motivation is a recurring topic throughout the history of language teaching and is considered fundamental for achieving positive results in any task [6]. Motivation is the main point to determine the students' desire to learn English and at a later stage to teach it. Thus, students' motivation is correlated with their performance and achievement during the learning process [3, 5]. The research aims to find out students' motivations in learning English and the kinds of motivations they have. Furthermore, it offers the ways to motivate the students with different learning conceptions.

In terms of psychological patterns, researchers come up with different ways of thinking about motivation, including looking at whether motivation arises from outside (extrinsic) or inside (intrinsic) an individual [1]. Undoubtedly, a better understanding of the influence of intrinsic and extrinsic motivation on a student's behavior helps to learn how each type works.

Simply put, *extrinsic motivation* refers to the behavior of individuals to perform tasks and learn new skills because of external rewards or avoidance of punishment. In this case, a student engages in behavior not because they enjoy it or because they find it appealing or satisfying, but in order to obtain something of value in return or avoid something unpleasant [2].

Intrinsic motivation refers to the act of doing something that does not have any obvious external rewards. A student does it because it is enjoyable and interesting to them, not because of any outside incentive or pressures, like rewards or deadlines. In fact, intrinsic motivation is performing an activity for its own sake rather than the desire for some external reward or out of some external pressure. Essentially, the behavior itself is its own reward [2].

While both types of motivation can be effective, most scholars agree with the idea that extrinsic rewards should be used less in order to minimize the *overjustification effects* [1]. This phenomenon refers to the findings that offering excessive external rewards for what is already an internally rewarding behavior can lead to a reduction in intrinsic motivation.

It does not necessarily mean that extrinsic motivation always presents negative outcomes. Inherently, it can be extremely beneficial in some situations, those where a student needs to complete a task that they find unpleasant. Excessive rewards may be problematic, but when used appropriately, extrinsic motivating factors can be a useful tool [1, 6].

There are several ideas that can work to promote intrinsic motivation of students who study foreign languages within pedagogical specialties. By focusing efforts on these suggestions when introducing intrinsic motivations, a foreign language teacher has an opportunity to see how beneficial intrinsic motivation can be. These suggestions include but are not limited to [4]:

1. Personalization

Motivation is a sign of identity, and knowing a learner's reasons for studying is not only a teacher's advantage, but also theirs. Motivation to learn is much higher if there is a genuine interest or significant reason to study. Consequently, to realize what meaningful to their learners is a teacher is expected to choose a personalized topic or subject to talk about and get class feedback at the very beginning of teacher-student collaboration.

2. Goal Setting Stimulation

One of the most significant roles as a teacher is to provide support to learners when they have difficulties in studying or mistrust their possibilities while discovering something new. Prompting learners towards their own agency, helping them take control of their learning and

establish effective studying habits provides subtle positive reinforcement of a behavior needed at a lesson, and in the context of learning is a powerful motivational tool and strategy to keep students on track to achieve their goals [8].

3. Learner Diaries, Blogs or Vlogs

When written in the target language, diaries are a skillful way to show a learners' development over time, helping both a teacher and a student to visualize the progress they have made. They are not difficult to create: students can use a paper notebook and a pen, a note app on their phone, or a document on their computer or laptop. Voice recording apps provide the option of keeping an audio diary if this seems to be more achievable than maintaining one in a written form.

All in all, diaries offer a flexible approach to engaging learners, tracking their progress, and offering them a platform of communication that they are comfortable with, whether that is text, audio or video.

4. Educational Games for Motivation

While the term "games" may not be favourable in some schools' schemes of work, gamification of learning, through warps-ups or general activities, can be greatly motivating for students, by turning learning process into entertainment. Board races, role-plays, and vocabulary activities all offer engaging ways to practice the target language. Games and activities can provide an insight into students' language acquisition, without learners feeling they are tested – which in itself can lead to *demotivation* [5].

5. Online Practice and LMSs

With the increasing shift towards digital and online learning, the development of course related platforms for revision and practice in an asynchronous manner comes. Whilst there are plenty of standalone platforms and apps for language learning, providing content that is coherent and connected to a course can help drive learners towards achieving their learning goals that are supported by their input sessions. Learning Management Systems (LMSs) such as Moodle or Canvas do require onboarding at an institutional level, but Online Practice platforms that come with course books are much more readily accessible for individual teachers and learners.

Most platforms provide a digital classroom-community space, bringing together learners and teachers regardless of the places they are located. Furthermore, teachers can assess the language production of their learners by using the data collected by the platform. When shared with their students, this information can point out the learners' earlier stated objectives and offer a chance for reflection on their achievements.

To conclude, motivation is the wrench of success in foreign language learning process [3, 7]. Without motivation, the purposes of learning are tough to be achieved. The present study has determined several driving forces or incentives which might make students motivated to learn the second language.

The outcomes of this research support and add to extrinsic and intrinsic motivation types and their actual use at foreign language classes. Experts have argued that education's traditional emphasis on external rewards (such as grades, report cards, and gold stars) undermines any existing intrinsic motivation that students might have. Others have suggested that extrinsic motivators help students feel more competent in the classroom, which in turn enhances their intrinsic motivation [1, 2]. In all cases, both extrinsic and intrinsic motivation play an important role in learning.

Motivation is believed to encourage the students of pedagogical specialties to freely devote their time to a specific activity. It stimulates students not only to initiate the activity but also to continue working on it throughout their lives. The reasons are individual and different in each context; they can come from the students themselves or from external stimuli [5, 8]. Without distinction, motivation is impossible to replace in successful teacher-student interactions.

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