

Scientific Research Priorities – 2018: theoretical and practical value

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Proceedings of the III International scientific and practical conference “Scientific research priorities: theoretical and practical value” include theses of reports of the conference participants in the fields such as: actual problems of social sciences; perspective areas of research in the humanities; priorities of applied scientific researches.

The Proceedings of the conference are intended for scientists, entrepreneurs, professors, postgraduates and students.

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EFL LEARNERS' PERCEPTION AND MOTIVATION

Motivating students to learn has always been relevant in EFL classroom environment. Many scientists try to develop essential principles of raising their students' motivation for learning through: academic optimism (McGuigan & Hoy, 2006), motivation and language identity study (Dörnyei & Ushioda, 2009; Anya, 2011), learning in a research environment (Zamorski, 2002); creating multilingual environments, active participation and academic engagement for learners (Higgins, 2017); challenging tasks (Reeves, 2009); clear instructions and feedback (Hattie & Timperley, 2007).

Gardner defined integrative motivation as the desire to communicate with native speakers and instrumental as the students' wish to get a better job and a higher salary (1985); Ryan and Deci described intrinsic and extrinsic classes of motivation and argued about their relation to basic human needs for autonomy, competence and relatedness (2000). In this study, motivation is seen as a dynamic, context-dependent complex of internal and external factors keeping students' interest for learning. The students' perceptions of learning foreign languages are viewed as their attitudes to learning based on their past experiences. So, the present study seeks to discover EFL students' perceptions of the role of learning languages in their lives. The students' sense of responsibility and clear definition of their needs constitutes the novelty of the study. In the study, 54 first-year students were asked to respond in writing to the question concerning their desire and reasons to study English and/or other foreign languages. The research was based on content analysis of the students' answers and revealed the growing trend of desire for intellectual development combined with practical approach to learning foreign languages. The students mentioned such leading motives as 'self-development', opportunity of 'becoming competitive in a job market' and the necessity of 'moving abroad'. The findings suggest that most students want to expand their knowledge, improve communication skills and get integrated into the international community. The students also demonstrated uncertainty and unclear vision of the reasons for learning languages. An illogical shift of pronouns in the participants' answers showed their reluctance to take responsibility and the lack of self-confidence. Thus, the most important implications for teachers include building their teaching in compliance with the students' current needs and raising confidence in their opinions and responsibility. Future study in this area could focus on developing the students' motivation through their engagement in the scientific research activities at university.

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