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## CONTEMPORARY IMPACT FACTORS AND THEIR INFLUENCE ON STUDENTS' OF PEDAGOGICAL SPECIALTIES INTERNAL MOTIVATION FORMATION TO STUDYING A FOREIGN (ENGLISH) LANGUAGE

### Annotation

*This paper focuses on the nature, the place, and the main impact factors of future teachers' motivation development for foreign language learning, in particular English. Thus, this practical research is conducted to investigate the contemporary impact factors and their influence with their characteristics and classification. In order to do so, a general overview of motivation phenomena is presented. As a part of the study, our attention is focused on several key aspects which have a ground-breaking influence on forming personal qualities important for high future teacher's motivation according to our observation. In modern society motivation as personal leadership quality predominate in a career climbing and successful advancement. Combining motivation with critical thinking helps a person to set specific goals, act immediately and decide how to succeed with them. Foreign language speaking skills are required by rapid globalization and human mobility and offer the challenge for improvement and development with no geographical borders. And with no doubt, a high learning motivation provides the development of each above-mentioned key aspects. In light of the previously mentioned, this papers addresses the study of future teachers' motivation to learn by analyzing the impact of language and leadership skills formation. The variables under study are the future teachers' motivation and their university social engagement and enrollment in foreign language learning. The following literature review addresses the topics of motivation to form future teachers' qualities through learning foreign language and especially leader's skills among the others and the impact of language and culture on motivation.*

**Keywords:** future teacher's motivation, impact factors, language learning process, influence, foreign languages, methodology.

Лабунець Юлія

## СУЧАСНІ ФАКТОРИ ВПЛИВУ НА ФОРМУВАННЯ ВНУТРІШНЬОЇ МОТИВАЦІЇ СТУДЕНТІВ ПЕДАГОГІЧНИХ СПЕЦІАЛЬНОСТЕЙ ДО ВИВЧЕННЯ ІНОЗЕМНОЇ (АНГЛІЙСЬКОЇ) МОВИ

### Анотація

*Ця стаття зосереджується на природі, місці та основних факторах впливу на розвиток мотивації майбутніх учителів для вивчення іноземних мов, зокрема англійської. Таким чином, це практичне дослідження проводиться з метою вивчення сучасних факторів впливу та їх впливу з їх характеристиками та класифікацією. Для цього представлений загальний огляд феномену поняття мотивації. У рамках дослідження наша увага зосереджена на кількох ключових аспектах, які мають першочерговий вплив на формування особистісних якостей, важливих для високої мотивації майбутнього вчителя, згідно з нашим спостереженням. У сучасному суспільстві мотивація як особистісна лідерська якість переважає у кар'єрному підйомі та успішному просуванні особистості. Поєднання мотивації з критичним мисленням допомагає людині ставити конкретні цілі, негайно діяти і вирішувати, як досягти успіху з ними. Навички володіння іноземною мовою потрібні швидкою глобалізацією та мобільністю людини та пропонують завдання для вдосконалення та розвитку без географічних кордонів. І без сумніву, висока мотивація до навчання забезпечує розвиток кожного вищезазначеного ключового аспекту. З огляду на вищезгадане, у цій роботі йдеться про вивчення мотивації майбутніх учителів до навчання шляхом аналізу впливу на формування мовних та лідерських навичок. Предметом дослідження є мотивація майбутніх викладачів та їхнє соціальне залучення до університету та зарахування до вивчення іноземних мов. У наступному огляді літератури розглядаються теми мотивації для формування якостей майбутніх учителів шляхом вивчення іноземної мови та особливо навичок керівника серед інших, а також впливу мови та культури на мотивацію.*

**Ключові слова:** мотивація майбутнього вчителя, фактори впливу, процес вивчення мови, вплив, іноземні мови, методика.

### Problem statement

The question of contemporary impact factors that influence positive motivation in learning foreign languages is up-to-day issue, which is valuable not only for educational institutions but also indirectly to the majority spheres of modern society activities. Therefore, survey in this aspect of language learning process is relevant and especially important while nowadays students gradually lose the incentive to study. The process of improving language learning activities for future teacher's is extremely sophisticated and has to correspond with educational strategy and aims.

It is accepted that educational and methodological support of higher educational institutions together for future teachers should be successfully combined with the other components of educational process and therefore should form the scientific-theoretical and conceptual unity of future teacher's professional training. That is why the issue of improving the educational process organization and especially foreign language learning process should be provided with top-quality of theoretical and practical students' training, introduction of positive results of educational and methodological activities that are traditionally related to topical issues of high school didactics and are constantly in the professionals' spotlight. The problem of students' motivation forming and supporting for foreign language learning is becoming more and more acute each year, especially in the face of reduced classroom time for foreign languages in higher education.

### Presentation of the main material of the study

Motivation brings undeniable influence in any process of organization, which is assumed as advantage. And we

should admit that in learning process this aspect plays vital role in sufficiency and person's achievement success. In general motivation should be basically perceived as a personal reason or a goal for behaving in a given manner in a given situation. It must be regarded as part of a person's objectives and own beliefs about what is important or not [1].

The role of motivation in English as a Foreign Language (EFL) has been always researched with a strong emphasis on its relationship to language learning achievement and became modern trend. However, little attention has been paid to the important link between motivation and personality's learning autonomy that weaves their motivation and language learning success as well as language self-esteem and fluency. We assume that motivation implies with a desire to learn a language, as well as with a measure of an individual's attitude toward working and striving to achieve a learning objective. Thus, without self-discipline and autonomous effort, motivation itself would not be sufficient to produce desired language learning results in the long term [2]. In this circumstances autonomous language learning can implicate engaging in everyday activities such as asking for directions, reading street signs, interacting with friends and talking with acquaintances. In contrast, EFL learners must usually make a greater effort and work more independently to acquire new vocabulary and expressions. Consequently, EFL students see autonomy as a crucial element to learn the target language. We regard autonomy and motivation as two elements that interact cyclically in the language learning process.

*In learning certain knowledge or skills, students' level of motivation is reflected on their engagement and contribution in a learning environment which should be taken into account as a link between active and high motivation level will spontaneously participation in activities without expecting any external rewards. Meanwhile, in order to encourage a low motivated learner, external rewards are needed to convince them to participate in activities. Thus, motivation is a standpoint for learning, where it initiates success, while at the same time lacking of motivation can trigger major barrier that prevents success. There are also several reasons that influence motivation level in learning, such as the ability to believe in the effort and the unawareness of the worth characteristic of the academic tasks [2; 3].*

Meanwhile, the major goal of linguistic competence is forming speaking skill development, but simultaneous the appropriate teaching forms and methods used by teachers at the lesson encourage students to master their speaking skills out of the classroom work. As a result, the students improve the level of their world outlook through doing different grammar and vocabulary tasks, share their opinion due to different issues which are discussed at the lessons and while getting progressive results they raise their motivation to studying. Thus, motivation brings undeniable influence in any process organization. And we should admit that in learning process this aspect plays a vital role in sufficiency and person's achievement success. In order to form future teachers' leadership qualities motivation determines whether or not a student will set an exact goal and takes a core position in this process [3].

The rapid rise of English as a global language has led to extensive studies on motivational theories. This phenomenon has also raised a concern on the practicality of the theory proposed by Gardner and Lambert which is said to be hardly related to reality. This is because English has been widely used by speakers who have diverse regional, social, and educational backgrounds [4]. Deci and Ryan proposed the Self-Determination Theory (SDT) highlighting the difference between intrinsic (refers to internal motivation where one's deed is done for the individual's own sake because he or she finds the activity or task interesting and gives spontaneous satisfaction and enjoyment) and extrinsic motivation (refers to external motivation where one's deed is done for the sake of the outcome, such as getting high grade, to avoid punishment or to gain financial reward) [3;4].

The discourse competence required of the teacher consists of a near-native repertoire of linguistic devices (and the skills of using them) to make discourse coherent; it involves such things as initiating interaction or opening a text, intervening as a listener, applying time-gaining and concluding an exchange. This gives a future teacher an opportunity to know, to develop, to create varieties of language forms which are longer than sentences with the appropriate cohesion, coherence and rhetorical organization to combine ideas in one story, report, etc. [3].

To increase the student's academic motivation and self-efficacy, there are some aspects which must be noticed: educational model should make students being involved actively in the learning process, every student's responsibility in organizing learning process. The use of this model will trigger self-efficacy and academic motivation, so the learning outcome of students can be also increased significantly. However, the researchers wonder about such high levels of autonomy in terms of for how long the student remains motivated and what helps to maintain it, because, it has been observed quite frequently, that many college students find it difficult to execute and complete adequately 'short and long term autonomous projects'[4].

We agree to refer to 'autonomy in learning process' as the capability and responsibility that future teachers have in order to self-manage their educational strategies and personal educational targets. Also, we admit the value of the technology contribution that brings as a powerful tool to enhance foreign language autonomous learning. Thus, we consider that educational technology should be applied extensively and intensively to support the improvement of Ukrainian educational system in general. In relation to the category motivation, the results obtained showed that most of the participants chose a position between motivated and highly motivated for EFL learning.

We suggest to help students to find their own strategy to learn a foreign language and real steps to follow it based on the student's type of mind. We emphasize that the most motivating factors that encourage a person to start studying English language can be attributed to: increasing career opportunities; study and internship abroad; access to information at international conferences, forums, seminars; striving for self-development and self-realization; overcoming the language barrier when traveling; ability to use authentic foreign language materials.

## Summary

The data of the performed analysis allow us to conclude that the formation of positive future teacher's motivation to study foreign languages, and English in particular, depends on a number of factors: purposeful work of foreign languages and methodology departments, activity of teachers in personal and professional aspects, taking

into account future teacher's individual characteristics, finding new approaches to the organization of classes and permanent research of new technologies, methods and tools to be used while learning process. In our view, the success of achieving fluency in foreign language lies in the need of continuing English language teaching support at a professional institution. According to the point that the phenomenon of language is that it does not forgive breaks in the learning process, but requires regular training.

The predominant type of future teacher's motivation to learn English is practical motivation, that is, the desire to get a more prestigious job in the future and become a highly paid professional. Students who have a high level of academic excellence in learning English are characterized by a higher level of achievement motivation. They are more eager to achieve the highest possible learning outcomes and feel satisfied in the process of solving complex problems. They have a higher one levels that meet basic psychological needs for autonomy, competence and connected with important people (teachers). The source of motivation in learning English is to meet basic needs for competence and connection with other people. The prospect of further research is to study the cognitive predictors of student learning motivation, such as implicit ideas about the possibility of development, your own intelligence and personality in the process of mastering English; academic control and academic self-efficacy; attributive styles, and defining their role in providing success in learning English. Except more important is the study of the features of volitional self-regulation, self-control, commitment, perseverance in students when learning English. But developing recommendations for enhancing motivation and improving the quality of teaching English for students of pedagogical specialties.

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