



THE WAYS OF INCREASING STUDENTS' MOTIVATION IN LEARNING THE ENGLISH LANGUAGE

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Abstract

The article is devoted to the consideration of the main ways and means to increase the motivation of students of non-linguistic specialties to study English.

Keywords: foreign language, professional and foreign language communicative competence, motivation, methods and means of teaching.

Introduction

Problems of motivation in teaching arise in each subject. Teachers of higher education are wondering how to increase the motivation of students to study. The problem of motivation to learn foreign languages is particularly acute. Considering motivation as a side of the student's subjective world, formed by his own motives and needs, it is necessary to understand that the teacher can only indirectly influence it, creating prerequisites and conditions on the basis of which personal interest in work arises. Among the main ways that can increase students' interest in a foreign language and thereby increase their motivation to study this subject, we highlight the content component of learning, namely the content value of educational material, and such ways of organizing educational activities that would cause high motivation and ensure activity in the classroom. Among the main forms, methods and means that meet these requirements, we consider active teaching methods, collective forms of work in the classroom, as well as the widespread use of computer and information technologies, including electronic network learning.

Statement of the problem in general form and its connection with important scientific and practical tasks. The issues related to the search for effective ways and ways to increase the motivation of students of non-linguistic specialties to study a foreign language are very relevant and not fully resolved. On the one hand, students realize that a specialist of any profile who is fluent in at least one foreign language has a better chance of finding a job and building a successful career, including abroad, on the other hand, the initial level of foreign language proficiency when entering a university for most students is quite low. In addition, very often students do not show much interest in this academic subject. Thus, the formation of positive motivation should be considered as a special task when teaching a foreign language at a university. Analysis





of recent studies and publications in which aspects of this problem were considered and on which the author is justified; identification of previously unresolved parts of the general problem. Before proceeding to the consideration of possible ways to increase the motivation of students of non-linguistic specialties to study English, we consider it necessary to consider the essence of the concept of "motivation" in the context of our research. In modern psychology, motivation is considered as a complex "trigger mechanism" of human life, whether it is work, behavior, cognition and communication. Psychologists define motivation "both as one specific motive, and as a single system of motives, and as a special sphere that includes needs, motives, goals, interests in their complex interweaving and interaction". Among the varieties of internal motivation, there are communicative, instrumental and linguistic-cognitive motivations. Communicative motivation is considered as the main part of internal motivation, because mastering communicative competence is the primary need of students. Linguocognitive motivation consists in the positive attitude of students to the language itself, its structure and properties. Instrumental motivation implies a positive attitude and readiness of students to perform various exercises and tasks, a desire to master new forms and types of work, further improvement of previously mastered methods of mastering a foreign language, a willingness to engage in independent learning activities. The purpose of this article is to identify the main ways and means to increase the motivation of students of non-linguistic specialties to learn English. To achieve this goal, we consider it necessary to consider what the organization of the English language teaching system should be, contributing to the challenge, preservation and increase of motivation of students of non-linguistic specialties in higher education. Presentation of the main research material with full justification of the obtained scientific results. Among the main factors that can increase students' interest in a foreign language and thereby increase their level of activity in the classroom and in the process of independent activity, we highlight the content component of learning and ways of organizing educational activities.

Thus, one of the leading ways to increase motivation is the meaningful value of the language material, its adequacy to the vital interests of students. Based on this, the selection and systematization of the content of educational material in English should be carried out in accordance with the following principles:

communicative orientation: mastering language material is aimed at solving speech problems, meeting the communicative needs of students;

personal and professional orientation: future specialists are interested in the information aspect, which includes everything related to their future profession and





the fields of science they study, therefore, in English classes, the educational material should be personally significant for students;

interdisciplinary content consistency: in this case, the facts and events learned in the subjects of the professional cycle appear to students on the other hand, in a new language shell;

- Authenticity and openness: this principle involves the use of information taken from original sources, including Internet resources, mass media and telecommunications, in the learning process. We were convinced that the educational material, which is informative and personally significant for students, allowing them to expand their knowledge within the framework of their future profession of interpersonal and professional foreign language communication.

In accordance with the requirements of modern didactics, the pedagogical process should be based on the principles of a personality-oriented approach, which involves the establishment of subject-subject relations. Subject-subject dialogue relations recognize the student as a subject, an accomplice in the pedagogical process and assume the fullest realization of their potential by each of the students in interaction with the teacher directing this process in the most favorable direction. In this regard, each training session should be structured in such a way that it has a clear communicative orientation and a solution of a certain speech task takes place on it. Even when studying a new language material, students should clearly understand how and in what situations they will be able to apply this material in the process of communicating in English. Active teaching methods are designed to activate the learning process, make it more productive, as well as to form and further develop the motivation of learning. The most popular and widely used in the process of teaching a foreign language are the project method, role-playing and business games, including the "training firm" technology, discussions, trainings, oral and written presentations, case assignments.

Conclusions of the study and prospects for further research in this area. In conclusion, it should be noted that the problem of increasing the motivation of students of non-linguistic specialties to study English is not new, the appeal to it attracts psychologists, methodologists and practicing teachers. We dare to hope that the methods and ways described in this article, aimed at applying a variety of teaching methods, selecting material of the appropriate level of complexity, appealing to the knowledge, experience and interests of students, creating a friendly atmosphere in the classroom, will really increase motivation to support the interest of students of non-linguistic specialties in learning English.





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