

MOTIVATION IN FOREIGN LANGUAGE LEARNING

Introduction. We are living in the epoch of globalization in all spheres of life. Globalization means that the role of personal contacts, and consequently, of verbal communication, including interethnic, requires knowledge of a foreign language [3, 122].

Foreign languages are becoming one of the main factors of socioeconomic and general cultural progress of a society. Knowledge of a foreign language plays an important role in the formation of personality and the increase of education level. With the help of a foreign language, one can get direct access to the spiritual wealth of another country, get the opportunity of face-to-face communication with the representatives of other nations. Therefore, it is not surprising that there was a significant increase of interest in foreign languages in Ukraine, mainly for English. Now knowledge of two or more languages is an undoubted attribute of any modern highly educated person. A foreign language has become a real necessity. It is already impossible to get a well-paid job and build a successful career without it.

Purpose of research is to explore the role of motivation in foreign language learning.

Problem statement. Any international cooperation requires high-level foreign language training. In this situation, a foreign language is considered as a mandatory component of student training and an important prerequisite for building a successful graduate career in the future. However, despite the need for mastering a foreign language by specialists in various fields and an understanding of its significance, graduates of non-linguistic universities do not know it well enough. One of the reasons explaining this phenomenon is the low motivation to learn a foreign language.

Basic material. The problem of motivation in learning foreign languages is becoming extremely urgent. Motivation is the reason for people's actions,

willingness and goals. Motivation is derived from the word “motive”, which is defined as a need that requires satisfaction [1]. This is the main driving force that ensures the student’s involvement in the class work. Motivation is characterized, above all, by students’ interest in the subject being taught and their desire and willingness to study it. Interest contributes to concentration, enhances the impressions received during the lesson, and stimulates the review of the material studied. In addition, motivation enriches students’ extra-linguistic knowledge, thereby contributing to the formation of their overall competence.

A special place is occupied by the study of academic motivation, which is defined as a private type of motivation that is included in the educational activity. Like any other type, academic motivation is determined by a number of factors:

- educational system;
- educational institution;
- educational process organization;
- academic subject specific character;
- teacher subjective characteristics.

One can also identify external and internal motives. For example, according to I. Vasylev, external and internal motives play an unequal role: internal motives give the activity personal meaning, and external motives are the actual motivator of the activity [2, p.49].

The external motivation to learn a foreign language is determined by the importance and international recognition of a language, the possibility of obtaining higher-paid and prestigious job, listening to music, watching movies, etc. The internal motivation, according to E. Ilin and I. Zimnyaya, is connected to training activity effectiveness, to need satisfaction for improving results [4].

An important factor in motivation development is a foreign language teacher, who creates conditions for the formation of learning internal motives

and cognitive interest in learning a language, influencing the motivational structure through the definition of personally significant learning goals.

Conclusion. So, for the formation of positive sustainable motivation one should use a set of methods. The coherence of training content and the ways of its presentation with students' cognitive needs and interests counteracts the formation of a negative attitude.

The task of a foreign language teacher is to expand the area of external motivation by creating a multilingual learning environment, setting long-term goals, such as getting a Master's degree at home university or abroad, research activities, participation in grants and international internships, scientific conferences and seminars. On the other hand, a teacher should focus on the internal motivation of a student, his current tasks and needs; to develop an interest in a foreign language as a method of multicultural communication, to promote students' personal enrichment, the cultivation of tolerance towards other peoples and cultures.

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