

THE ROLE OF MOTIVATION IN ENGLISH LANGUAGE LEARNING

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Abstract. Since some students do not have physical need of using foreign languages as a means of communication, one of the most important factors which stimulate the process of communication in a foreign language is motivation in leaning foreign languages. The motivational factor also plays an important role in teaching listening in English. Motivation stimulates and inspires students in the process of learning a foreign language, especially in teaching such a type of speech activity as listening. It is also able to direct students in the right direction when mastering listening skills. This article examines the influence of motivation in the process of teaching English, in particular its role in teaching listening.

Keywords: listening, motivation, speech activity, interest

In the methodology of teaching foreign languages, listening is traditionally considered one of the most difficult types of speech activity. This is primarily due to the lack of externally expressed activity of the recipient and the simultaneous functioning of a number of psycholinguistic mechanisms in the field of internal speech. An unspoken result (as in speaking and writing), the inability to perceive the text in a non-linear way-to return to the previous fragment or get ahead (as in reading), dependence on communication conditions (such as the speaker's speech rate, background noise, etc.) are also significant factors that complicate the process of perception and understanding of sounding speech in a foreign language.

In the process of listening to foreign speech, students' understanding of the meaning of the text is built on the basis of their knowledge of the language system, background knowledge, knowledge of the presentation topic, and understanding of the general context of the message. That is, success or failure in this type of activity largely depends on the one hand, on the long-term and short-term memory of students and their level of knowledge, on the other - on their ability to correctly interpret the speaker's intentions. Thus, we can talk about the cognitive and social component of the process of perception and understanding of foreign speech by ear.

Listening is a complex type of speech activity, which is the subject of special attention not only of methodologists, but also of psychologists. This type of activity has its own psychological characteristics that determine the structure of the process, affect the methodology of its implementation, and consists of several stages: motivation for listening; anticipation of the likely content of the text; formation of the listener's attitude to the nature of perception and understanding of information; application of information. Each of them significantly affects the result [1].

The success of each subsequent stage creates prerequisites for the effective solution of the tasks of the subsequent stages.

The very first stage, as in any learning process, is the motivation stage. It is known that one can't just pass on knowledge without the student's own activity. Therefore, motivation is a necessary component of the learning process. It is important for the student to be aware of the goal that he / she must achieve. He / she needs to understand why various cognitive actions are performed. The purpose of any action is inextricably linked to the motive that is the basis of any activity [2].

The word "motivation" comes from the Latin root *movere*. It is understood as a process that begins with a need and is directed to behavior that leads the individual to achieve the goal. Motivation is thus a kind of "engine" that provides students with energy and interest in learning a language, and also has a direct impact on their behavior and attitude to the subject. In psychology, motivation is usually understood as a force that energizes and directs behavior to the goal. As well as the force moves an object, motivation moves a person.

Modern Western pedagogy is based on the concept of actualization of the student's personality, which was developed by A. Maslow. The essence of this concept is to consider the student's personality, to search for personal goals. The knowledge gained in the field of studying the problems of motivation in teaching English is widely reflected in the research of Western authors. For example, motivation is considered an attempt and desire to learn a language. It also refers to a positive attitude to the subject of study [3]. Motivation has been shown to contribute to a high level of confidence and competence in English. From this we can conclude that the success of a student directly depends on their level of motivation [4]. Moreover, motivation can be defined as energy, direction, and constancy, i.e. all aspects of activation and intention [5]. It is also noted that motivation in learning a second language is quite complex for research, which is explained by two factors: the communicative needs of students and their own attitude to the community of the language being studied [6].

Different scientists classify motivation by different criteria. From a cognitive point of view, there are two types of motivation: external and internal. Extrinsic motivation is related to performing an action in order to get a reward or avoid punishment. Internal motivation is characterized by performing actions that are performed in order to achieve the goals set and to obtain satisfaction [7].

In order to form students' need for listening, that is, to create their internal motivation for this process, the correct selection of audio texts is necessary. The text should be interesting on the subject, preferably, it should correspond to or at least partially reflect the interests of students.

Texts for listening should also be selected based on the degree of complexity. The text material should take into account the level of training of students in a foreign language, which additionally supports positive motivation to participate in the process, contributing to the formation of the need for this type of educational activity. Too complex text material, as well as too light, often "discourages" the desire to work, reduces the effectiveness of the result, thereby

creating negative motivation. If the material is too difficult, it can lead to frustration and loss of faith in success. The text make the process itself is not interesting, not educational. All this suggests that listening training should include several levels of complexity that correspond to the level of knowledge of students.

When listening, one must also take into account the audio text playing time. It should not exceed 3 minutes, so as not to overload short-term memory.

Current learning trends are based on the use of authentic materials or those that preserve this authenticity. Working with authentic material brings the student closer to the real conditions of language use, introduces him / her to a variety of linguistic tools and promotes the independent use of these tools in speech.

Sources of authentic materials can be:

Radio. Radio recordings are one of the most accessible forms of authentic material reproduction. However, they can provide certain difficulties in perception due to the lack of non-verbal information (sign language, facial expressions, etc.)

TV/ video / DVD. Television or video recordings provide students with access to more information by providing visual cues.

The Internet. There are certain interactive sites on the Internet (www.real.com, www.bbc.co.uk, www.cnn.com) where students can record themselves, their fellow students, or language nobles performing a specific task. These records can be good material for analysis.

Live communication. This may be another foreign language teacher or a special guest invited specifically for students. The possibility of live communication brings variety to the learning process, significantly increasing motivation.

Listening to such recordings effectively develops listening skills, bringing students closer to the use of language in natural communication. Such texts additionally motivate students to this process, and through it to foreign language classes. It is important that the removal of lexical and grammatical difficulties when working with such texts occurs without interfering with the structure of the text, due to post-text and pre-text exercises. One can motivate not only the learning process, but also the process itself. This way of formation of educational motivation is directly related to the features of the organization of the educational process. It makes it possible to increase the effectiveness of motives that are recognized by students as important.

The use of modern multimedia technologies and the use of Internet resources contribute to the solution of the problem in the best possible way. The use of technical means and technologies that enable individual work, provides an individual approach to learning and takes into account the individual characteristics of students, such as the level of knowledge of the language, the speed of performing certain tasks, etc.

In the process of learning communication skills, special attention should be paid to the development of such psychophysiological mechanisms as the mechanism of selection and adaptation, which allow the auditor to cope with difficulties associated with communication conditions. The selection mechanism allows cutting off extraneous sounds and noises from the speech perceived by ear.

Modern courses on the development of oral speech skills (speaking and listening) purposefully include audio materials in which the characters communicate in a real communication environment with various types of noise interference (traffic noise, conversations of passers-by, phone calls, music, etc.). As for the adaptation mechanism, it contributes to the successful perception of speech by people with different voice parameters. This is why the alternation of male and female voices is important when teaching listening. It should be remembered that the more native speakers (men, women, and children) the student listens to, the easier it is to adapt to the individual speech manner.

Thus, motivation is an important condition in the formation of listening skills. If the listener feels the need to listen, this leads to the maximum mobilization of his mental potential: speech hearing and even the sensitivity of the sensory organs become more acute, attention becomes more focused, and the intensity of thought processes increases.

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АҒЫЛШЫН ТІЛІН ҮЙРЕНУДЕГІ ЫНТАЛАНДЫРУДЫҢ РОЛІ

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Аңдатпа. Мақала ынталандырудың ағылшын тілін оқыту үдерісіне әсері, әсіресе оның тыңдауға үйретудегі рөліне арналған. Ынталандыру студенттерді шет тілін үйрену процесінде, әсіресе тыңдау сияқты сөйлеу әрекетінің түрін оқытуда ынталандырады және шабыттандырады. Ол сонымен бірге тыңдаушыларды тыңдау дағдыларын игеруде дұрыс жолға бағыттай алады.

Тірек сөздер: тыңдау, ынталандыру, сөйлеу белсенділігі, қызығушылық.

РОЛЬ МОТИВАЦИИ В ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА

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Аннотация. В статье рассматривается влияние мотивации на процесс обучения английскому языку, особенно ее роль в обучении аудированию. Мотивация активизирует и вдохновляет студентов в процессе изучения иностранного языка, особенно при обучении такому виду речевой деятельности, как аудирование. Это также может помочь обучающимся выбрать правильное направление при овладении навыками аудирования.

Ключевые слова: аудирование, мотивация, речевая деятельность, интерес.

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