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The role of motivation in learning foreign languages

Annotation. Foreign languages act as a socio-economic and general cultural factor in the unification of society, participate in the formation of the individual and in the development of education, because with their help one can get direct access to the spiritual wealth of another country, and get an opportunity to communicate directly with representatives of other nations. This circumstance significantly increases the prestige of the subject "Foreign Language", and in this case the concept of motivation comes to the fore. This article discusses issues related to the motivation for learning a foreign language. The author, making the key point of his research such a concept as motivation, we consider it necessary to consider the features of the motivational sphere of a person and to indicate its specific characteristics in educational activity.

Key words: motivation, learning foreign language, speaking another language environment, communicative intention.

In the era of globalization of all spheres of public life, the problem of motivation in the study of foreign languages becomes very actually. Globalization means that the role of people's personal contacts and, consequently, of verbal communication, including interethnic communication, which requires knowledge of a foreign language, is increasingly increasing [i, 122]. Foreign languages are becoming one of the main factors of both socio-economic and general cultural progress of society. Foreign language plays a huge role in the formation of personality and education, because with it you can get direct access to the spiritual wealth of another country; get an opportunity to communicate directly with representatives of other nations. Therefore it is not surprising that recently in our country interest in foreign languages, mainly — in English, has grown significantly. Now the knowledge of two or more languages is an indisputable attribute of any modern highly educated person. Knowledge of a foreign language has become a real need, without it is already impossible to get a job at a high-paying level and build a successful career. New political and socio-economic changes in Kazakhstan in recent decades, his desire to actively and closely cooperate with Western countries significantly influenced the expansion of the function of a foreign language as an object and led to a rethinking of the purpose, objectives and content of teaching foreign languages [ii, 3]. The new political situation, the expansion of international cooperation and international contacts require today a deeper knowledge of a foreign language.

All of the above significantly increases the prestige of the subject "Foreign language" as an educational discipline of the university. And here the concept of motivation comes to the fore. Of course, the problem of motivation in learning arises in each subject, but it is especially acute in the study of a foreign language. It's all about the specific nature of the subject, which requires the cadet to have a certain base and communicative abilities. Often this causes the students certain difficulties and the motivation disappears. Therefore, considering motivation as the main driving force in the study of a foreign language, we note that the motives are related to the subjective world of man, determined by his inner motivations. From here are all the difficulties of invoking motivation from the outside. A person will be able to learn a foreign language, if only he feels the need for it, that is, he will be motivated.

Let's try to figure out what is the motivational sphere of a person and how it is characterized during educational activity. The concept of "motive" is interpreted by scientists in different ways: K. Vilyunas understands the conditions of existence under the motive, G.A. Kovalev - moral and political attitudes, and J. Godroth - the consideration by which the subject must act. Either way, most agree that the motive is either motivation, or intention, or purpose. Therefore, this concept needs to be approached in a comprehensive manner, taking into account all possible aspects.

Now we will characterize the types of motivation that take place in teaching, in particular, in a foreign language. Together they constitute the so-called educational motivation. Educational motivation is determined by a number of specific factors:

- the characteristics of the learner (male, self-esteem, level of intellectual development);
- the peculiarities of the teacher and his attitude to pedagogical activity;
- the organization of the pedagogical process;
- specificity of the subject (in this case, a foreign language).

Based on the above factors, educational motivation can be divided into external and internal.

External motivation is not directly related to the content of the subject, but is due to external circumstances. The examples are:

– the motive of achievement — is caused by the desire of a person to achieve successes and high results in any activity, including in the study of a foreign language. For example to get for excellent grades, graduation, etc.;

– the motive for self-affirmation is the desire to assert oneself, to receive the approval of other people. A person teaches a foreign language in order to obtain a certain status in society;

– the motive of identification — the desire of a person to be like another person, and also to be closer to his idols and heroes (for example, to understand the lyrics of his favorite group);

– the motive of affiliation — the desire to communicate with other people. A person can learn a foreign language to communicate with foreign friends;

– the motive of self-development — the desire for self-improvement. Foreign language serves as a means for spiritual enrichment and the overall development of man;

– prosocial motive — is associated with awareness of the social significance of the activity. A person studies a foreign language, because he understands the social significance of the teaching.

Internal motivation is not connected with external circumstances, but directly with the subject itself. It is often called procedural motivation. A person likes a foreign language directly, likes to show his intellectual activity. The action of external motives (prestige, self-affirmation, etc.) can enhance internal motivation, but they have no direct relationship to the content and process of activity.

In addition, the teaching motivation can be divided into positive and negative. For example, the design «if, I will learn English, then I'll get an excellent exam» — this is a positive motivation. The construction «if I study English, I'll pass the exam and I will not be expelled» — negative.

And now let us turn to the results of a survey conducted in our academy among cadets of non-linguistic specialties, in order to establish which motives drive them in the study of a foreign language. A total of 200 people were interviewed, a method of spontaneous sampling was used. The respondents answered:

- «I study, only because it is necessary for the curriculum» — 60 %
- «Not to be expelled» — 19 %
- «I want to get a good job, build a successful career» — 10 %
- «To travel abroad, communicate with foreigners» — 6%
- «I study, because it is interesting» — 5 %

Of course, the method of oral interview does not pretend to cover the situation in a comprehensive manner and to disclose hidden subjective meanings, but certain conclusions can definitely be drawn: the overwhelming majority of students are motivated by a prosocial motive («necessary for the curriculum», «not to be expelled») when studying a foreign language at a university. That is, we can say that the learning process for them is either a habitual functioning or forced behavior. A small part of the cadets pointed to the motive for self-assertion («to build a successful career») and the motive of affiliation («to travel», «to communicate with foreigners»). And while only 5 % of students have an internal motivation — they learn a foreign language, because they like it.

The main conclusion is that the cadets are mainly motivated by external motives, while there is a significant share of negative motivation («not to be expelled» or «not deceived»). This represents a certain contradiction, since the prestige of owning a foreign language and its importance in public life have grown and, it would seem, should be more positive motivation. In addition, it is absolutely clear that an enterprise of actions is needed to challenge internal motivation in students. That is, it is necessary to create conditions in which students have a personal interest and need to learn a foreign language. The need for learning should correspond to such varieties of inner motivation as communicative (direct communication in the language), linguistic-cognitive (positive attitude to language) and instrumental (positive attitude to different kinds of work).

All of the above types and subspecies of motivation are the main forces of motivating a person to learn a foreign language. However, it should be remembered that if the motivation is too strong, the level of activity and tension increases, and as a result, the effectiveness of the work is deteriorating. In this case, a high level of motivation causes unwanted emotional reactions. It is necessary to find that optimum at which high efficiency adjoins with reception of pleasure from studying of a foreign language.

ТҮЙІН

Мақалада шет тілін үйренуге бағытталған мәселелер қарастырылған. Автор өзінің зерттеуінде шет тілін үйренудегі мақсатты негізге ала отырып, адамның тілді үйрену саласындағы ерекшеліктерін қарауды қажетті деп санап, оны оқып, үйренудегі ерекшелігін жан-жақты талдайды.

РЕЗЮМЕ

В статье рассматриваются вопросы, связанные с мотивацией изучения иностранному языку. Автор, делая ключевым моментом своего исследования такое понятие, как мотивация, считаем нужным рассмотреть особенности мотивационной сферы человека и обозначить ее специфические характеристики в учебной деятельности.

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