



СВІТОВІ ТЕНДЕНЦІЇ ТА ВІТЧИЗНЯНІ ПЕРСПЕКТИВИ РОЗВИТКУ ВИЩОЇ ОСВІТИ

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MODERN MOTIVATIONAL STRATEGIES FOR LEARNING ENGLISH

Abstract

This article explores the significance of motivation in the process of learning English as a second language, emphasizing its important role in enhancing student engagement and achievement. Various motivational theories are examined, including intrinsic and extrinsic motivation, and the ways they are applied to language learning contexts. The article also highlights effective motivational strategies that educators can implement, such as goal-setting, fostering a supportive learning environment, and managed multiple responsibilities. Through a review of recent studies and practical examples, the article aims to provide insights into how teachers can inspire and sustain motivation among English language learners, ultimately contributing to improved language proficiency and learner autonomy.

Various factors that influence the motivation to learn foreign languages are suggested. Motivation for English language learners has already become personal issue. Dynamic and mindful student participation in improving the effectiveness of self-learning has been observed. Attention should be given to highly efficient strategies of learning process and, in particular, to some ways of enhancing the level of students' learning motivation. The suggested options for motivation formation provide useful experience that can be used to increase students' learning motivation in the process of language acquisition. Positive motivation will contribute to the personal development and effective professional training of qualified specialists, for whom the ability to speak English is one of the most important conditions for professional communication and successful work.

The role, significance and interrelation of the motivational component in learning a foreign language are determined. In teaching-learning process, particular attention must be paid to the generation of conditions for extrinsic motivation through motivational learning strategies: creating basic motivational conditions, forming initial motivation, supporting and ensuring motivation, developing positive learning climate.

Key words: motivation, English learners, education, strategies, teaching-learning activities.

Formation of the problem. Modern education is experiencing great changes in learning process including concepts, various theories and teaching methods. Motivation is believed to be one of the most important concept for improving learning. It encourages students to set and pursue specific, achievable goals. This goal-oriented behavior helps them focus their efforts and measure their progress, which can boost confidence and satisfaction. We fully agree with the

statement that “without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement” [5, p. 117].

The aim of this research is to highlight the importance of motivation, motivational strategies in terms of teaching and learning English. There are many factors that can potentially influence motivation, which makes research on this topic diverse and abundant. By understanding and leveraging the power of motivation, educators can create an environment that promotes continuous improvement and fosters a passion for learning.

Presentation of the main material of the research. Motivation is the most indisputable and researched factor in the success of learning foreign languages. It is a trigger for any activity, no matter what it may be: work, communication or studying. But language learning is a very complicated process that is influenced by many factors. When considering the problem of motivation and finding ways of its formation, it is unacceptable to simplify its understanding. Formation of motivation is not a teacher’s presentation of ready-made motives and learning goals to students. The point is in creating certain conditions for the manifestation of internal motivations for learning and students’ awareness of further self-development of the motivational sphere. Previous studies showed that prolonged period of study a specific course could result in an overwhelming workload for students, and task-oriented instruction might lead to a decline in interest and, consequently, participation. Hence, appropriate amalgamation of various learning strategies can positively impact students’ interest in learning [6, p. 97].

In Jakobovits’s research, he shows that the mainly influential factors to English learning are: motivation which takes up 33%, aptitude which takes up 33%, intelligent which takes up 20%, and others which take up 14% [9]. Motivation encourages students to participate actively in their learning. Engaged learners are more likely to absorb information and contribute to discussions, leading to a more dynamic classroom environment.

But what does the word “motivation” mean? It seems to be simple and easy but it’s so difficult to define.

The word “motivation” has many different meanings. Motivation is the internal or external drive that compels an individual to take action toward achieving a goal or completing a task. It includes the desires, needs, and reasons that stimulate behavior and influence the direction, intensity, and persistence of efforts. In educational contexts, motivation can be intrinsic (stemming from personal interest or enjoyment) or extrinsic (driven by external rewards or pressures). Overall, motivation plays a critical role in determining how actively and effectively a person engages in learning and other activities.

In psychology motivation refers to the complicated processes that initiate, guide, and sustain goal-oriented behaviors. It involves the interplay of biological, emotional, social, and cognitive forces that drive individuals to act in certain ways. Key aspects of motivation in psychology include types of motivation, theories of motivation and factors influencing motivation. As for the last statement, we may add that motivation can be influenced by personal beliefs, social contexts, cultural factors, and situational elements, such as the nature of the task and the level of challenge.

When we talk about motivation in the educational process, we should take into consideration that motivation is one of the great puzzles and great challenges of education. Every teacher has confronted that universal question: How can I motivate my students to learn, to want to learn, and to study so learning can happen? [4, p. 275].

According to K. Cazorla, motivation is a process that promotes self-interest with two fundamental internal and external factors that obtain significant benefit in learning with students in behavior so as to create habit, store new things and sustain a productive activity in every effort made since this satisfies your motivation in a positive or negative way [3]. The influence and the effect of the Attention, Relevance, Confidence, and Satisfaction (ARCS) model in the sphere of motivation was investigated by the group of authors. This model focuses on learners’ motivation through four motivational factors (attention, relevance, confidence, and satisfaction) that serve as the guide for designing diverse motivational strategies [1].

Motivation is also an important contributor to language achievement in terms of linguistic outcomes, which traditionally embrace the knowledge structure of the language, i.e. vocabulary, grammar and pronunciation and the four basic skills of the language, including listening, understanding, reading and writing [11].

Motivation for foreign language learning contains some aspects that may influence how effectively a learner engages with the material and progresses over time. Among these key aspects of motivation, we may consider 2 types of motivation: **intrinsic and extrinsic**. The first comes from a personal desire to learn, such as an interest in the culture or enjoyment of the language itself. The second involves external factors, like job requirements, academic goals, or social recognition. **Goal setting and relevance** (connecting the language to personal interests or future aspirations) make learning more meaningful. Social interaction and cultural exploration can positively contribute to language learning. By focusing on these aspects, language learners can cultivate and sustain their motivation, making the journey more enjoyable and effective.

Motivational strategies are tactics, techniques, or approaches to encourage learners or students to participate in the teaching and learning process. Enhancing motivation involves improving competencies in reading, writing, arithmetics, communication, critical thinking, problem-solving, collaboration, creativity, and innovation [12, p. 7]. These capacities are integrated into the cultivation students’ competency and future improvements in learning languages.

Obviously, teachers' role and their strategies used in the classroom also effects on students' learning process. Among the factors affecting language achievement, the learners' motivation is strongly related to achievement than other factors, and it is a driving force that enables learners to expend the continuous sustained effort to learn languages [7, p. 350].

We must work with students to develop self-confidence for motivation to happen, given enough time, effort and perseverance. So, what strategies can be used to help English learners gain motivation? Which one of your teaching methods will encourage students to feel that sense of excitement and challenge?

Here we have some strategies how to motivate students to learn English and to achieve good results.

1. *Managed multiple responsibilities.*

Managed multiple responsibilities can be an effective strategy to motivate students, especially in language learning and other subjects. Here are some ways to leverage them as a motivational tool:

1. **Variety in Activities:** Incorporating different types of tasks – reading, writing, speaking, and listening – can keep students engaged and involved. For example, while listening to a podcast in the target language, students can take notes or summarize the content.

2. **Integrating Technology:** Using apps and online resources that allow for simultaneous activities (like language learning games) can capture students' interest and encourage them to practice in a fun way. Teachers may try make students write posts for Facebook, Twitter or Instagram or create a class blog and so on.

3. **Group Work:** Collaborative projects where students take on different roles (e.g., one researching, another presenting, and another creating visuals) can foster teamwork and make learning more dynamic.

4. **Real-Life Contexts:** Encouraging students to multitask in practical scenarios, like cooking while following a recipe in the target language, can enhance motivation by making learning relevant and applicable.

5. **Flexible Learning Environments:** Allowing students to choose how they engage with the material (e.g., listening to music while studying vocabulary) can promote a sense of autonomy and increase their investment in the learning process.

6. **Reflection and Feedback:** After managed multiple responsibilities, encouraging students to reflect on their experiences can help them recognize their progress and understand what strategies work best for them, further motivating them to engage in similar tasks.

Gamification is definitely needed to increase motivation. Introducing game-like elements where students must complete multiple tasks to win points or rewards can make learning feel more like a challenge. Playing games with students is a highly effective way to teach vocabulary and use grammatical structures. Teachers don't have to feel tied to the traditional rules, either. There are plenty of ways to change up traditional games to make them even more fun for your ESL students in class.

Technology devices can significantly enhance motivation in learning, especially in language acquisition. Smartphones, tablets, and laptops provide instant access to a wealth of learning materials – apps, podcasts, videos, and articles – making it easier for students to find content that interests them.

Lucas Maggolini's research is dedicated to incorporating the new mid-level education teaching strategies. He analyzes whether the use of digital tools increased student motivation during the learning process. Various digital tools were incorporated (MSN, Facebook, Cell) and the results of such changes were analyzed [10]. The proper use of video materials and media helps in making the teaching-learning process effective, as well as interesting. It makes many difficult concepts and ideas clear and stimulates pupils to learn more profitably. Videos can motivate students to engage in language learning and improve their listening skills.

Video is uniquely suited to:

- take students around the globe, to meet new people and hear their ideas;
- illustrate complex, abstract concepts through animated, 3-D images;
- show experiments that can't be done in class;
- take students on impossible field trips inside the human body;
- bring great literature, plays, music, or important scenes from history into the room [13].

2. *Using proper reward*

Offering rewards for achievements or milestones encourages students to continue their efforts. This can be through praise, tangible rewards (like stickers or certificates), or privileges (like extra free time). Different types of rewards can cater to various student preferences. While some may be motivated by tangible rewards, others might respond better to recognition or additional responsibilities. Public acknowledgment of achievements – through class shout-outs, awards ceremonies, or display boards – can create a sense of belonging and motivate students to excel.

By the way, students should be not bored during the class. Boredom has various negative effects because it not only undermines attention, effort, motivation, and engagement during achievement activities, but also task performance [2, p. 1063]. There is hardly any interest of students in rewards if they are not interested in the activity and feel bored.

3. *Create a challenging and supporting learning climate*

Creating a challenging learning climate can significantly influence student motivation and engagement. A challenging atmosphere promotes the idea that effort leads to improvement. When students face and overcome difficulties,

they develop resilience and a growth mindset, motivating them to take on future challenges. A challenging climate fosters critical thinking and problem-solving skills. When students are encouraged to think critically, they are more likely to find the learning process stimulating and motivating. It is obvious that “Teachers should present tasks with challenging in the principle of neither too easy nor too difficult that beyond the students’ capacity, because tasks that are too difficult discourage them from trying; tasks that are too easy produce boredom and decreased feelings of competence and self-efficacy” [8].

4. Goal-setting

Goal-setting is a powerful strategy for enhancing motivation in learners. Here’s how effective goal-setting can boost motivation:

1. **Clarity and Direction:** Setting specific, achievable, relevant goals provides students with clear objectives. This clarity helps them understand what they need to focus on and motivates them to work toward those targets.
2. **Sense of Achievement:** Achieving set goals, no matter how small, gives students a sense of accomplishment. This feeling can boost their confidence and encourage them to pursue further goals.
3. **Increased Focus:** Having defined goals helps students concentrate their efforts on what matters most. This focus can reduce distractions and increase their engagement with the material.
4. **Progress Tracking:** Regularly tracking progress toward goals can provide students with immediate feedback on their efforts. Seeing how far they’ve come can be motivating and encourage them to keep going.
5. **Social Support:** Sharing goals with peers or educators can create a support system. Encouragement from others can be a powerful motivator, fostering a sense of accountability and community.
6. **Reflective Practice:** Encouraging students to reflect on their goals and the strategies they used to achieve them helps them learn from their experiences. This reflection can foster a deeper understanding of their learning process and motivate them to set new goals.

By incorporating effective goal-setting practices, educators can create a motivating learning environment that encourages students to strive for personal and academic success.

New arrangements should be done in teacher training and in-service training programs in order to increase the application level of the motivational strategies at creating the basic motivational conditions dimension. As there is less competition among the teachers teaching for the governmental schools, they tend to apply less motivational strategies in their teachings. We think teachers teaching for the governmental schools should be required to be successful at a certain level. Therefore, they will need to use more motivational strategies in their classes.

Conclusions. To sum up we can say that motivation is a complicated process which helps people to achieve their goals in the life. It is dynamic because what motivates one person might not motivate the other, and also what motivates one person today may not motivate him/her at all or to the same degree the next day. That’s why understanding every day’s students’ goals and motivation for learning English in addition to the demotivating factors can help the teachers, educational policy makers and curriculum planners improve the students’ success.

Effective motivational strategies capture students’ interest and encourage active participation, create a supportive atmosphere where students feel valued and encouraged. They also help develop a growth mindset, encouraging students to view obstacles as opportunities for learning. Besides, positive reinforcement and goal-setting can boost students’ self-esteem. Motivational strategies can instill a love for learning and self-learning as well.

Thus, motivation serves as an initial psychological factor in the successful acquisition of students in a foreign language. Teachers need to organize the educational process in such a way that young people have a constant desire to learn foreign language. Some new methods and technics of boosting motivation should be applied due to individual psychological and intellectual characteristics of each student. Teachers’ effort in using motivational strategies should be supported and awarded. Awarding always motivates teachers; therefore they will always apply motivational strategies in their teachings.

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СУЧАСНІ МОТИВАЦІЙНІ СТРАТЕГІЇ У ПРОЦЕСІ ВИВЧЕННЯ АНГЛІЙСЬКОЇ МОВИ

Анотація

У статті досліджується значення мотивації у процесі вивчення англійської мови як другої іноземної, підкреслюється її важлива роль у підвищенні зацікавленості та успішності студентів. Описуються різні теорії мотивації, включаючи внутрішню та зовнішню мотивацію, а також способи їх застосування в контексті вивчення мови. Також висвітлюються ефективні мотиваційні стратегії, які можуть застосовувати викладачі, серед них – постановка цілей, створення сприятливого навчального середовища та багатозадачність. За допомогою аналізу останніх досліджень та їх застосування на практиці автори ставлять за мету пояснити те, як викладачі можуть надихати і підтримувати мотивацію серед студентів, які вивчають англійську мову, що зрештою сприятиме покращенню рівня володіння мовою і самостійності учнів.

Розглядаються різні умови впливу на мотивацію до вивчення іноземних мов. Мотивація для тих, хто вивчає англійську, вже стала особистим питанням. Ми можемо спостерігати активну та свідому участь студентів у підвищенні ефективності самонавчання. Варто також звернути особливу увагу на вискоелективні стратегії навчального процесу, зокрема на деякі способи підвищення рівня навчальної мотивації студентів. Запропоновані варіанти формування мотивації є корисним досвідом, який може бути використаний для підвищення навчальної мотивації студентів у процесі вивчення іноземної мови. Позитивна мотивація сприятиме особистісному розвитку та ефективній професійній підготовці кваліфікованих фахівців, для яких володіння англійською мовою є однією з найважливіших умов професійного спілкування та успішної роботи.

Визначено роль, значення та взаємозв'язок мотиваційного компонента у вивченні іноземної мови. В освітньому процесі особлива увага повинна приділятися створенню умов для зовнішньої мотивації за допомогою мотиваційних стратегій навчання: створення базових мотиваційних умов, формування початкової мотивації, підтримки та забезпечення мотивації, розвитку позитивного навчального клімату.

Ключові слова: мотивація, учні, які вивчають англійську мову, освіта, стратегії, навчально-пізнавальна діяльність.

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