

MOTIVATION AND FOREIGN LANGUAGE TEACHING

Nowadays, learning English has become more important in all levels of students. In learning foreign languages people are supported by different reasons. Students want to learn English to communicate well, they think English is necessary for travelling, using computer and entertainment, getting a white-collar job. The successful learning depends on the motivation. It has an important role in learning languages.

Motivation is something that causes a person to act. Scientists distinguish two types of language learning motivation: *instrumental motivation* and *integrative motivation*. Instrumental motivation refers to a practical or pragmatic reason for language study. Instrumental motivations for language learning include passing a language requirement, getting a monetary reward such as an increase in pay grade for language competence, or having a better chance of getting into medical school. People with an integrative motivation for language study want to get to know the language to connect with its people or culture. R. C. Gardner and W. Lambert originated the idea of integrative and instrumental motivation in the pioneering book "Attitudes and motivation in second language learning". Several studies have found that language learners who are integratively motivated are more successful than those who are instrumentally motivated; it is likely that integratively motivated language learners are more successful because their motivation is stronger. Student motivation tends to be stronger when the learner has specific rather than general goals for language learning. It can be very helpful when teachers help learners develop more specific goals for language learning.

So, learning and motivation are closely bound together and influence one another tremendously. When people are motivated by their own wants and needs they are almost always successful. It means that having motivation internally or externally is very important in learning and teaching English. Motivating and encouraging students to participate in the foreign language communication is not an easy job.

Language learners need to realize that speaking involves three areas of knowledge: *mechanics* (pronunciation, grammar, and vocabulary): using the right words in the right order with the correct pronunciation; *functions* (transaction and interaction): knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building); *social and cultural rules and norms* (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

Students' motivation can be divided into extrinsic motivation and intrinsic motivation. Intrinsic motivation is a response to needs that exist within the learner, such as curiosity, the need to know, and feelings of competence or growth. It exists

when someone works because of an inner desire to accomplish a task successfully, whether it has some external value or not. In other word, students are willing to learn the knowledge that is new and interesting in the purpose of fulfilling of their curiosity, the need to know and feeling of competence and growth that cause intrinsic motivation. Their purpose of learning is also the enjoyment of the learning process not for praise or rewards. Students with intrinsic motivation orientation study English on their own initiative and tend to prefer moderately challenging tasks. This has a great value and importance in learning, for the inward interest makes them self-starting and self-perpetuating.

In contrast, extrinsic motivation is as an outward force in the form of expectation, praise and rewards powers students in English learning. It exists when individuals are motivated by an outcome that is external or functionally unrelated to the activity in which they are engaged. When students work hard to win their parents' favor, gain teachers' praise, or earn rewards such as pocket money, we can rightly conclude that their motivation is primarily extrinsic, their reason for work and study lie primarily outside themselves and the aim of learning is not for the knowledge itself but the outward rewards in order to gain self-esteem. And the outward praise and rewards encourage students to study more actively.

There are different ways to motivate students and keep them engaged in foreign language class activities: involve new and effective techniques, allow students to succeed, provide opportunities for students to experience success, be excited and positive, be patient, provide varied activities, create a relaxed and positive learning climate, reward students, use cooperative activities.

Motivation is one of the key factors in student success. Motivation is something all our students bring with them in one form or another. Motivation should affect teachers as well as students. Students are often as motivated as their teachers. It is a common fact that enthusiasm can be conveyed.

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ПРОБЛЕМА БІЛІНГВАЛЬНОГО НАВЧАННЯ ЯК ТЕНДЕНЦІЯ СУЧАСНОЇ ФАХОВОЇ ОСВІТИ

Більшість політико-економічних і соціально-культурних змін останніх років України нерозривно пов'язані з прагненням країн загалом та України