

Forming Positive Motivation to Learning a Foreign Language with Students Non-philologists

¹ Gryzhenko Anna Yurievna, English teacher

Black Sea University named after Petro Mohyla, English Language Department, Nikolayev, Ukraine

Abstract. The article is dedicated to proving the importance of forming positive motivation in the process of learning a foreign language. Special attention is paid to work with students of higher educational establishments, non-philological specialisation, who are not professionally interested in learning foreign languages. The article studies different approaches to the issue and gives practical examples of work in this direction, taken from personal pedagogical experience.

Keywords: *motivation, encouragement, self-development, spontaneous speaking, communication, atmosphere.*

The main aim of this article is to study how the issue of motivation was researched by different scientists, and to determine the way of forming positive language study motivation and optimize the process of learning.

The issue of motivation is actual both in Ukrainian and foreign psychology. On the one hand, it is connected with understanding of a person's behaviour, its regulation, which requires deep knowledge of psychic laws of behaviour.

On the other hand, there has appeared a necessity of establishing connection between the inner motivation tendencies of the person with social determination of the person's psychology. All person's actions are regulated by certain motives and are aimed at certain goals. Without understanding of motives it is impossible to understand why a person sets the very goal, thus it is impossible to grasp the real reason of the person's actions. A. Disterweg in his 'Regulation on teaching German teachers' noted that development and education of any person cannot be given to him. Everyone who wants to gain this, has to reach it through his or her personal activity, own pains, own hard work. From outside he can get only encouragement. [4] This idea was supported by K.D. Ushinsky: 'Any activity should be mine, it should excite me, come out of my soul'. [11]

Psychophysiological aspect of the motivation (inducement) notion is actualized necessity, i.e. motivation is the most important aspect of the functional system that determines goal-oriented behaviour.

Webster's Dictionary defines motivation as psychological peculiarity that makes any organism act and is the reason of this action.

Study of foreign and Ukrainian psychologists works shows that a great amount of data has been collected to make a deeper research of the motivation issue.

One of the earliest motivation theories was suggested by the Ancient Greek philosopher Aristotel, who considered motivation the result of excitement function which is always connected with certain aim. According to Aristotel, this aim was being formed during the mental development process, which accompanies perception, memory, or imagination. In Aristotel's opinion, real or imaginary expected results stimulate a living organism to achieve what is considered positive, or avoid negative.

Zigmund Freud suggested taking 'the principle of enjoyment' as the main motivation mechanism. According to Freud, any organism tends to look for pleasure and avoid pain. It is evidently the reflection of Aristotel's conception.

Modern cognitive theories are also the reflection of Aristotel's model and display motivation as an expectation of different kinds of actions potential consequences.

In 1943, psychologist Abraham Maslow made a suggestion that people's behaviour is determined by a wide range of needs. He divided these needs into five categories and placed them in a hierarchy. The base of the hierarchy was made of everyday needs (food, water, shelter); at the top there were the highest individual demands – being respected, self-development, etc. According to Maslow, a human being is 'an animal which always wants something'. When the needs of the lowest level are satisfied at least partly, a human starts moving to meeting the demands of the next level. People's need in communicating with each other, in love and being loved, in feeling a part of some unity are above safety need. As Hottorn's survey shows, these social needs may be more important than financial needs. People also need a feeling of being accepted by the society, a feeling of self-importance of personality as a part of some social group. Besides, they need respect based on achievements gained in competition with other people. All these needs are closely connected with the notion of status, which means a person's importance and 'value' for others. The possibility to meet these needs may serve as a powerful motivating incentive in work and study.

Abraham Maslow defines the need of self-reliance as 'a wish to be more than you are, to become everything you are capable of'. This is the highest rank need and the most difficult to meet. People who get this level, do not work only for the sake of money or making the best impression; they realise the importance of their work and enjoy its process. It is not necessary that the needs of every level are completely satisfied (sometimes it's simply impossible), before a person gets some 'higher' desires. Every person is directed by a complex of needs.

In 1960, Frederic Hertzberg and his colleagues made their own study of people's needs. They asked the employees to describe certain aspects of their activity which are satisfactory or not satisfactory for them, and then analysed the results of their survey.

They discovered that there are two completely different groups of reasons connected with the feeling of being satisfied or not satisfied with one's work. Aspects which Hertzberg named factors of hygiene were connected with feeling of not being satisfied. A firm's policy, working conditions, etc. can be potential sources of being dissatisfied with a job only when they are unsatisfactory. In this case, administration cannot motivate their employees, improving only factors of hygiene, which are already accepted as adequate. On the other hand, to make work more productive, it is possible to use so-called motivative factors – such as professional growth, respect and other constituents of personal encouragement.

Thus, Frederic Hertzberg's theory is the logical development and continuation of Maslow's theory: motivators are concentrated on higher levels of Maslow's hierarchy, and the factors of hygiene are the needs of lower levels.

Porter – Lowler's model – motivation theory which includes elements from the previous theories. In the authors' opinion, motivation is a simultaneous function of needs, expectations and the acceptance of fair reward by

workers. Porter – Lowler's model consists of five situational factors:

1. used by a worker efforts;
2. acceptance;
3. gained results;
4. reward;
5. satisfaction level.

According to Porter – Lowler's model satisfaction level from used efforts depends on the value of reward and assurance in interconnection between efforts used and the reward.

Results received by the worker are affected by three factors: efforts made, person's typical characteristics and gifts, and understanding of one's role in the process of work.

Achievements of certain level of success may cause feeling of inner reward, i.e. feeling of self-satisfaction, self-respect, competence; and official reward – employer's praise, money reward, promotion, professional growth, etc. Thus, people have their own evaluation of fair reward and satisfaction is a combination of inner and outside reward if they coincide.

According to A.A. Uhtomsky's theory, different needs may occur in a living organism, which may demand different, sometimes contradictory types of behaviour. Uhtomsky named it 'a dominant' which governs the organism's activity in this way providing priority of the very type of behaviour, suppressing other kinds of activity. Thus, the motive of achievement is regarded as the cornerstone reason of human behaviour. The idea of personal approach to people's motivation found its expression in Allport's book 'Personality', where in the theory of self-realisation personality is the main explanation of a person's behaviour.

Even a short review of the main motivation conceptions shows that they have different terminology and theoretical ground, various opinions and views. The only imperative factors are: outside conditions (J. Watson, Torndyke, and others); instincts (A. Adler, K.Lorentz, Z.Freud, and others); needs (F.Hertzberg, A.Maslow, and others).

Motivation is studied at the level of psychophysiologic processes taking place in the nervous system (Daffy, I. Pavlov, D. Hebb, P. Yang and others); on the level of energy (Z. Freud); on the level of inner personality organisation (B. Bratus, D. Leontiev, O. Leontiev, S. Rubinstein and others).

At the same time, it's evident that motivation study attracted scientists at different times because understanding of it provides possibility to forecast and optimize people's activity in various spheres, for example education.

Like other kinds of activities, educational sphere is characterized by a great number of factors specific only for this sphere. Firstly, it is determined by the educational system, the educational establishment using this system; secondly, – by the learning process organisation; thirdly, – by the subjective features of the person obtaining knowledge (age, sex, abilities, level of intellectual development, self-esteem, etc.). And one more important factor – subjective characteristics of a teacher, his or her system of relationships with those getting knowledge, attitude to his or her work in general. The discipline's specific is also of great importance.

Problems of motivation have been studied in the works of such scientists as B.G. Ananiev, E.P. Ilyin, A.K. Bozhovitch, A.A. Rean, O.S. Grebeniuk, V.G. Aseev, A.K. Markova, P.M. Yakobson. All the scientists emphasize the necessity of making clear the most favourable conditions connected with positive attitude to self-development forming and self-educational process. They have worked out a set of notions concerning motivation issue, suggested various classifications of motives in educational activities, noted different age groups peculiarities, studied the best conditions of forming motives to learning. At the same time, most of the works are dedicated to motivation issues during secondary education, while motivation issues of higher educational establishments students remain less studied.

In our opinion, forming motivational sphere of a higher educational establishment student has such directions as forming motives and needs in professional development, forming skills and habits of self-education, creating ability of objective self-assessment and ability to plan changes in activity in case of necessity. Of course all this is closely linked with different social, economic, cultural and ethnic matters of society life. All factors of influence are divided into two major groups: state-governmental and socio-psychological. Evidently, state-governmental factors include political, economic, cultural and educational conditions of life in a definite country. Socio-psychological ones comprise conditions of a family upbringing, age specifications, educational level, society impact on forming moral values, etc. By all means, these factors can be only taken into consideration by a teacher while working with a certain student, as it is impossible to influence them.

But there exists a number of subjective factors which can and have to help a teacher in creating the necessary learning motivation. These are personal potential, strive to gain a high professional level, the need to broaden the worldview, the desire to develop oneself, thirst for knowledge, the desire to be the best, the necessity to be competitive on labour market, positive self-esteem, etc.

There are no students without study motivation because any process of learning except operational components (knowledge, skills, capability) necessarily contains motivation factor (motive, interest, attitude). Motivation component detects the importance of something being learned. Motivation is a source of personal activity in any sphere. Thus, to gain some positive result it is essential to have 'an object' which has to meet the student's needs and encourage him or her to act. This idea found its expression in the works of the Ukrainian scientist E.Pidlasny: 'Learning and correct usage of motives that already exist, forming the necessary ones that direct personality's development and its movement, – is the essence of pedagogical work'. [9]

It would be in place to mention here inner and outside motives depending on the character of their connection with the contents of the activity being done. Understanding of the necessity to gain a foreign language knowledge, to develop one's own worldview and get skills of communication makes a positive inner motive.

Outside motives which are not in the field of educational activity, may be both positive and negative. Negative motives can be caused by a fear to make a mistake, to

fail an exam, to be unsuccessful, to get a bad mark and even to be laughed at. A negative motive may be also caused by the teacher's authoritative manner of dealing with students. Such motives also make a student study, but this influence cannot be long-term and doesn't produce any stable, long-lasting success.

Such outside motives as understanding of one's own responsibility before relatives, realising one's duty, respect to world cultural values cannot help playing their positive role in the process of education. Therefore, creating positive motivation is a necessary condition of learning a foreign language, as it fills the process of learning with a special personal contents, and in this way the process of education gains its own value.

But on this way may occur such certain difficulties as some psychological barriers in motivation sphere. Firstly, it can be low esteem of one's own abilities, low level of self-assurance ('I have been learning for such a long time, but still can't speak fluently'), not feeling the perspectives of using the knowledge in future professional activity.

As practice shows, the most powerful means of creating positive motivation is involving students into intellectual activity with elements of competition. For example, for students-future historians the most interesting is such kind of activity is self-research work, during which they have to express their own opinion on some contradictory issue on the basis of the material which they have to find by themselves. Everyone wants to prove that his or her opinion is right, but very soon they come to the conclusion that it is not enough just to take as much material from the Internet as possible. It is also necessary to 'adapt' the definite information for oneself and potential listeners, make it laconic and persuasive, find some fundamental arguments. The major teacher's role is to find such an issue that can cause real interest, and then to direct the discussion, conducting control in such a way that students do not feel it.

Of course, it is essential first to conduct discussion, to be able to listen to other people's opinion, to be polite in your remarks, to be able to express your agreement or disagreement if necessary. For example, for first-year students of History Department it is usually interesting to discuss such topics as 'Why should people know history?'; for second-year students – 'How different invasions influenced British culture and science' for third-year students – 'How can some personality influence history?', etc. This type of activity can be not only used for discussions, it can become some project work as a summary of the previous discussion. In their project work students have a wider field for using the knowledge they have gained. The main thing that happens in this process is the fact that the desire to take part in some interesting discussion replaces the fear to make a mistake or other negative barriers. Participating in such activities students learn to accept a foreign language simply as a tool which helps them express their opinion, not as something hard and useless, which they don't know where to use.

For students – future sociologists the most attractive is such kind of activity where they can use their professional skills of making a poll, conducting questionnaires, etc. Therefore, it is logical to give them more tasks of making dialogues, polilogues, role-playing, etc.

The famous psychologist I. Kon considered the main means to call a deep emotional response from a student is to place before him or her a problem which is so close to his interests, that it will make him think on his own and make his own conclusions. Therefore, the main thing is to keep constant interest to activities, changing them on time and choosing topics which correspond to students' interests of this very specialisation. Of course, it is very resultative to create situations of spontaneous speaking, connected with the exact event in a group, university, or sometimes even in the life of the country or the world. For this a teacher should be attentive to what is interesting to students, what concerns them. It's essential to be flexible and not to be afraid to step aside from the main topic of the lesson for some minutes – it is often worth it. A teacher can even artificially create such mini-discussions, making some provocative statement, for example, 'I can't understand, why this guy has got the first prize at Eurovision!' at once after the contest. If it causes students' response – great! No doubt, some students will immediately express the opposite point of view, some will say they are not interested in this contest because they are fond of other type of music. But the main aim has been achieved – everyone will say at least some phrases, irrespective of possible mistakes, being guided only by the desire to participate in the discussion and express one's own idea. The most difficult task for the teacher here is to keep this constant interest and to find topics really interesting, without being afraid of wasting time. This type of spontaneous speaking is very rewarding in forming positive motivation in learning foreign languages by students with non-linguistic specialisation. A situation is the basis of communication, and the process of communication is a dynamic constant chain of situations which change one another.

Such 'modelling' of situations at the lessons is a great necessity in preparation for real life communication. It helps a student to be more self-confident, not to feel at a loss, and not to worry too much during a foreign language communication.

One more source of forming positive motivation is visual aids. Although, it is not necessarily a usual demonstration of something that can be seen. The notions of 'visual aids' and 'thinking' are closely connected. While speaking a native language choosing necessary language units takes place automatically, while speaking a foreign language needs directing attention to choosing necessary units at any moment of speaking (thinking about the contents we forget about grammar and vice versa). Of course, some support in this process is of great value. It can be some outer visual aids (a picture, an episode of a film or cartoon, etc.) which can remind both the contents of speaking and its logical sequence (which can sometimes be a problem, too). Besides, a teacher should use some 'inner' visual aids, based on images made by students' imagination.

Such visual aids should create a motive to communicative activity – it should meet the personal needs of definite age and cause real interest to a discussed issue. A foreign language is a means of expressing thoughts and every thought starts with a feeling of necessity, great desire to express this thought. At this very moment the motive is necessary to make this mechanism work.

One of the most important incentives to further study of a foreign language is a possibility to communicate with native speakers. Everyone who learned a foreign language probably remembers the first time he or she managed to participate in a conversation of such kind. There is no better feeling than understanding and being understood, feeling oneself an equal participant of the communication, where you are respected for your ability to express your ideas. This very situation proves that your pains were not in vain, that your hard work at a foreign language has brought its fruits and in such a way creates stimulus for further work at mastering your skills. Thus, it's very favourable for any educational establishment to have a regular possibility, or at least from time to time cases of organizing such meetings with native speakers for students to check their skills and knowledge and get rid of the fear to make a mistake and be laughed at. Interesting meetings and discussions with successful people, young people from abroad are really essential in the process of forming positive motivation to learning a foreign language.

An excellent encouragement for the students with best progress would be creating an opportunity to spend time at some international camps, to attend some international youth conferences, where they could listen to other participants and make sure that they are able to understand speeches in a foreign language. This would be at the same time the best reward for their hard work, and the next incentive to master their skills. Besides, such an opportunity would open wider horizons in their professional activity in general and create a feeling of personal growth.

Of course, every teacher has a goal to make every student an active participant of the learning process, who understands the aim of his or her studies and strives to achieve the best results. For this every professional tries to create the most favourable atmosphere during a lesson which encourages students to feel as much comfortable and at ease as possible. And here everyone uses his own methods and strategies to create friendly atmosphere.

One of a very resultative ones is using jokes at the lessons. Of course, every joke should be presented in a foreign language and be connected with the material studied at the lesson – either grammar or a speaking topic. For example, when learning with future sociologists and politologists a serious topic connected with the reasons of social pessimism and apathy it is possible to 'step aside' from the serious contents of the issue and recollect some jokes about being pessimistic or optimistic. Students can be asked to explain first (in a foreign language) the meaning of these words. Usually students know a lot of such jokes in their native language and, as the task is unexpected for them, they will try to use their skills of spontaneous speaking to share the joke with their group-mates. As a rule, such a task causes real enthusiasm among students and helps them feel happiness from the act of communication, one of the main human joys. Some air of competition can be added – the winner will be the person whose joke was a new one for everybody (or the funniest, etc.) The teacher shouldn't be afraid to present his or her favourite joke – it also creates friendly and comfortable climate.

Of course, if some funny situation occurs spontaneously, the teacher should use it for the benefit of the lesson,

even if it is not directly connected with the topic – it will also bring some ‘fresh air’ of real communication in class. The more naturally everything happens – the better for a better result of the lesson. If a teacher is not sure in his own ability to joke on the spot, the only way is to make some set of prepared jokes for some typical situations in class (for students they will sound spontaneous and cause lively atmosphere). Every experienced teacher understands that very hard work and preparation are hidden behind the lightness of the process of learning. It may be compared with acting or ballet-dancing – the less the audience feels hard work, the greater the skill is. But it always implies being well-prepared and ready to support students and create the most favourable climate.

In conclusion, it should be said that, on the one hand, motivation is an individual matter of every person, on the other hand, it is completely impossible to teach a foreign language without forming some positive motivation while teaching. It is essential constantly to keep the chain: the motive – the action – the result. At different levels of learning different factors are taken into consideration. For first year students the main thing is to produce the best impression both on new fellow-students and new teachers, to gain some good reputation among other young people, to get good marks. All this can be used and taken into account in the process of teaching, but it cannot be a long-lasting motivation which can give productive work and, consequently, some desired result, it can exist only temporary. For this age it is necessary to keep a long-lasting interest to the subject and a lot depends on the material prepared for the lessons. An important role belongs to texts for reading and discussion, listening comprehension. Interesting facts often help not to lose, and sometimes even cause interest in students.

For second-year students it is more important to be able to persuade others that their opinion is correct, to ex-

press their own vision of some problem. This also should be used at well-organised discussions and disputes where students will get an opportunity to demonstrate their skills (and spontaneous situations of a foreign language speaking).

From the third year of study, approximately, many students start thinking more about their professional activity, future career. Their approach to learning becomes more pragmatic. Here it would be in place to use some individual creative tasks, project work, research papers connected with their future activity to keep their motivation. Students should realise that mastering their language skills they become more competitive on the labour market, broaden their possibility to take the desired position in the society.

Thus, motivation is connected with the process of encouragement to activity through forming motives of behaviour which are able to achieve personal and social goals. Certain categories are supposed to be used in the motivation-forming process: students’ needs – their interests – activity motives – actions. Clever usage of motivation helps a teacher work out methods of achieving the best results on the basis of the right understanding of certain age group and personal peculiarities. A skilful teacher always manages to combine constant ‘warm-up’ of students’ interest with giving them a possibility of self-development, their own way to success. K.D. Ushinsky considered that a study without interest, which is based on enforcement, kills a student’s desire to work; a study based on interest only does not give possibility to develop and strengthen a student’s willpower, because not everything in the process of study can be interesting, a lot must be gained by hard work and strong willpower. [12] So any teacher should strive to find this balance in order to get the best results.

REFERENCES

(TRANSLATED AND TRANSLITERATED)

1. Асеев В.Г. Мотивация поведения и формирование личности. – М.: Педагогика, 1976. – 264 с.
2. Божович Л.И. Изучение мотивации поведения детей и подростков. – М., 1972.
3. Виллюнас В.К. Психологические механизмы мотивации человека. – М.: Педагогика, 1991. – 128 с.
4. Дистерверг А. Избранные педагогические сочинения. – М., 1936. – С.118
5. Занюк С.С. Мотиваційний рейтинг. – Луцьк, 1998.
6. Занюк С.С. Психологія мотивації та емоції. – Луцьк, 1997.
7. Ковалев В.И. Мотивы поведения и деятельности. – М.: 1998 – 246 с.
8. Леонтьев А.Н. Деятельность. Сознание. Личность. – М.: Педагогика, 1975. – 426с.
9. Підласний І.П. Діагностика та експертиза педагогічних проєктів. Міжнародний фонд «Відродження». К., 1998.
10. Рубинштейн С.Л. Основы общей психологии. – Санкт-Петербург, 1999.
11. Солнцева Л.С., Галкина Т.В. Метод исследования личности учащегося. М.: Прогресс, 1993.
12. Ушинский К.Д. Избранные педагогические сочинения: В 6т. – М., 1990. – Т.3 – С.23.
13. Франкл В.Э. Человек в поисках смысла: Сб./Пер. с англ. – М.: Прогресс, 1990. – 458 с.

Frankl V.E. *Chelovek v poiskah smysla [Personality in search of essence] / Per. s angl. [Transl. from Engl.] // M.: Progress, 1990. – 458 s.*

14. Хекхаузен Х. Мотивация и деятельность / Пер. с нем. М.: Педагогика, 1986. – 316 с.

Hekhauzen H. Motivatsiya i deyatelnost / Per. s nem. [Transl. from Germ.] // M.: Pedagogika, 1986. – 316 s.

15. Чирков В.И. Мотивация трудовой деятельности. Критический анализ зарубежной теории трудовой мотивации. М., 1972.

Chirkov V.I. Motivatsiya trudovoy deyatelnosti. Kritichesky analiz zarubezhnoy teorii trudovoy motivatsyi [Critical analysis of foreign labour theory] // M., 1972.

16. Чирков В.И. Мотивация учебной деятельности. – Ярославль, 1991

Chirkov V.I. Motivatsiya uchebnoy deyatelnosti // Yaroslavl, 1991.

17. Ядов В.А. О диспозиционной регуляции социального поведения личности / Методологические проблемы социальной психологии. – М.: Педагогика, 1975. – 162.

Yadov V.A. O dispozitsionnoy reguliatsyi sotsialnogo povedeniya lichnosti / Metodologicheskiye problemy sotsialnoy psihologii [About dispositional regulation of personality social behaviour / Methodological problems of social psychology] // – M.: Pedagogika, 1975. – 162.

18. Ядов В.А., Стратегия социологического исследования. Описание, объяснение, понимание социальной реальности/ В.А. Ядов. – 3-е изд. испр. – М.: Омега – Л, 2007. – 567 с.

Yadov V.A. Strategiya sotsiologicheskogo issledovaniya. Opisaniye, objasneniye, ponimaniye sotsialnoy realnosti [Sociological survey strategy. Description, explanation, understanding of social reality] / Yadov V.A., 3rd edit. corrected // – M.: Omega – L, 2007. – 567 s.

19. Ярулина Л.Р., Развитие учебной мотивации студентов/ Л.Р. Ярулина // Социс. – 2007. – №4. – с. 30–32.

Yarulina L.R. Razvitiye uchebnoy motivatsyi studentov [Students' learning motivation development] // Sotsis 2007. – №4. – s. 30–32.

Грыженко А.Ю. Формирование положительной мотивации в изучении иностранного языка у студентов нефилологических специальностей

Abstract. Статья посвящена доказательству важности формирования положительной мотивации в процессе обучения иностранному языку. Изучены мнения некоторых зарубежных и украинских ученых по данной теме. Особое внимание уделено работе со студентами высших учебных заведений, которые не имеют профессионального интереса к изучению иностранного языка. В статье изучены различные подходы к поставленной проблеме и описаны некоторые практические примеры работы в этом направлении, взятые из личного педагогического опыта.

Keywords: *мотивация, поощрение, саморазвитие, спонтанная речь, общение, атмосфера.*