

MOTIVATION AND ITS IMPORTANCE IN LEARNING ENGLISH

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The principal objective of this paper is to pay our attention to such a significant problem as motivation in the process of learning a foreign language. The paper is devoted to the very important problem concerning educational process. For most purposes in today, motivation has different reasons why we act in a certain way. We may indeed be motivated by influences as basic as pain and pleasure. The key to understanding motivation is, to some, understanding why it is important to an individual or to a group or organization. In this case some definitions of motivation are given. Also the paper pinpoints attention upon the ways the teacher can use to level up the student's desire to study language.

Key words: *motivation, desire, goals, reasons, teaching methods and ways.*

Learning a foreign language nowadays is a widely recognized necessity. The learning process depends on different factors; the most important of them are motivation, social and cultural background, individual learner language aptitude.

Why is motivation important? First, a motivated learner expends effort to learn the language. Second, he wants to achieve a goal. Third, the motivated learner will enjoy the task of learning the language. When learners have something they are interested in relation to another language, it could become a great power which can make the learning process easier. When students only start learning a foreign language, they are usually eager to do it. The second graders at schools, who are in their first year of studying English, are the most responsible and willing people. But year after year the interest to learning a foreign language is fading. Among the first year university students the number of willing students is not so great as among the second graders at school. For most of the students language is one of the mandatory subjects they have to learn. If to ask students why they study English, the most possible answers will be the following:

to fulfill school or university requirements and improve one's education; to increase career opportunities as English is a global language; to improve English vocabulary and language proficiency in order to communicate with people from other countries and enhance travel and study abroad opportunities; to be able to enjoy literature, songs and films in their original language; to improve critical and creative thinking skills; to please one's parents or teachers.

Not all of these reasons can be considered as motivational to studying English.

What is motivation? According to the World English Dictionary [5], Motivation is

- 1) the act or an instance of motivating;
- 2) desire to do; interest or drive;
- 3) incentive or inducement;
- 4) the process that arouses, sustains and regulates human and animal behavior.

According to Merriam Webster's Learner's Dictionary [3], motivation is

- 1) the act or process of giving someone a reason for doing;
- 2) the condition of being eager to act or work;
- 3) a force or influence that causes someone to do something.

Motivation is defined as the process that initiates, guides, and maintains goal-oriented behaviors.

We see that motivation is a desire to achieve a goal, combined with the energy to work towards that goal [7]. In other words, if students want to study English for this purpose or other, they will do their best to learn it. If they do not want to do it, they will hardly ever speak English. They will do a number of grammar exercises and read the texts in their textbooks as it is demanded by the teacher, but the pleasure of using the language in real life they will never know.

A teacher has to solve very complicated problems – how to make students desire to learn English, what to do to show students that learning English is something to value, something that is worth doing, how to transform unwilling students into devoted learners.

There are different ways of achieving these goals. The choice depends on various conditions, but the main points are the following [1, 4].

1. Create a pleasant, relaxed atmosphere in the classroom setting a personal example with own behavior. A smile, an encouraging word, extra support or praise can be very helpful not to make students nervous at the lesson. Develop a good relationship with the learners, teach them to work in a group, help each other.

2. Present the task properly. It should be understandable and manageable. It is necessary to take into consideration the level of students.

4. Increase the learner's linguistic self-confidence. It is better speaking with mistakes than keeping silence during the lessons. Students should know requirements and assessment criteria.

5. Make the language classes interesting. Provide novelty, surprise, incongruity or uncertainty. Curiosity can be stimulated by warming up and brainstorming possible solutions based on what was learned.

6. Promote independent autonomous work of students.

The teacher should allow the students to practice extracting and summarizing information from various sources and then provide feedback before the students begin their research projects.

7. Relate learning to student needs. This prepares them for the complexities of real-world tasks that require them to use language skills and knowledge that have to be continually transferred.

Explain or show why learning a particular content or skill is important.

Example: training words and patterns needed for asking the way or ordering a meal in the café or interviewing a scientist about his researches.

8. State goals. The teacher should explain the objectives of the lesson.

Example: «By the end of the lesson we will have written the essay on...».

9. Match motives. The teacher should bear in mind the possible motives and individual peculiarities of the students and allow them to present their projects in writing, orally, in the form of a computer presentation or any other possible way to accommodate different learning needs and styles.

10. Provide valuable rewards. The teacher awards certificates to students as they master the complete set of skills. Success is extremely motivating and encouraging.

11. Special attention should be paid to the cultural background. Cultural awareness is what people need in real life. It should be taught at every lesson by imitating real life situations and pointing out the differences in traditions and behavior habits.

The combination of different styles of teaching can provide students with a unique possibility of acquiring knowledge and practical skills and develop motivation to a better learning a foreign language.

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