компетентности будущих инженеров-горняков за счет интереса к обучению с помощью компьютера, индивидуализации обучения. Об этом свидетельствует повышение интереса и мотивации к изучению данной специальной дисциплины (вывод сделан на основе устного опроса студентов, анкетирования и наблюдения за поведением во время занятий).

Сочетание текстовой, графической и звуковой информации в электронном учебнике делает изложение материала наглядным, динамичным, насыщенным, чем привлекает студентов и активизирует их познавательную деятельность.

Следует отметить, что компьютерно-ориентированные средства обучения значительно влияют на цели обучения и предполагаемые результаты. Их использование в процессе обучения специальным дисциплинам будущих инженеров-горняков целесообразно для совершенствования их профессиональной компетентности.

Литература:

1. Мойсеюк Н.Є. Педагогіка. Навчальний посібник / Н.Є.Мойсеюк. – К.: 2007. – 656 с.
2. Вдовенко М.І. Класифікація електронних засобів навчання: постановка проблеми / М.І. Вдовенко // Військова освіта: зб. наук. праць. – К.: 2006. – № 2 (18). – С.172–180.

MOTIVATION FOR STUDYING FOREIGN LANGUAGE

Shupletsova E. V, Sokolova E.Ya
National Tomsk Reseach Polytechnical University

Motivation is a theoretical concept often used in psychology to explain people's behaviorand the reasons for people's actions, desires,interests and needs. Motivation can also be defined as one's direction to behaviorthatmakes the person to act in a certain way, or develop an inclination for specific behavior under special circumstances.

There are various classifications of motivation types. [2] Krashen proposes the following classification which includes two types:
\endash   *Integrative motivation*
\endash   *Instrumental motivation*

Integrative motivation is defined in her work *as* the desire to be a part

of recognized orimportant members of the community or society and is based on interest in learning the foreign language to socialize with the people and integrate in the society.

Instrumental motivation from her point of view has only practical value in learning the foreign language in order to have more prestige and power, to access scientific and technical information, or justpassa course, get a
certificate.

Furthermore, the motivation is further classified into two main categories:
7   *Extrinsic motivation*

8   *Intrinsic motivation*

The concept of *instrumental* motivation is similar to *extrinsic* motivation, because they define theexternal need to study for example to pass the exam, to get a certificate or to avoid punishment

Intrinsic and *integrative* are close in their definitionbecause they directly depend on the inner feelings, desires, thought processes and emotions.

Students with intrinsic motivation are determined and conscious and plan both their *short-term*and *long-term goals*[1]. Short-term goalmeans students' wish to succeed in doing something in their near future, for example, to get certificate, to pass different examinations or get good marks or high scores. Asa rule a short term goal for a student studying at university is to understand
other people who speak English, and to get for example FCE, TEUFL and other certificates.

Long-term goalrefers to a wish of students to get a better job in a prestige foreign or Russian company in the future or to be able to communicate with people who use the language as their native tongue. As a long term goal can be students' improvement in speaking, writing, listening and reading. To do these students take active part in conferences, forums, Olympiads, debates and are involved in some projects with students from other countries.

To find out the type and level of motivation among the second year students of Institute of power engineering, TPU we conducted a special survey. Thirtysecond year students were participants of our survey.

The questions of this survey are presented below.

Table1. *Types of Motivation*

Instrumental motivation / Extrinsic motivation	I strongly agree	I agree	I disagree	I strongly disagree
1.I mainly focus on using English for class assignmentandtheexams.				
2.I simply do some activities suggested in the textbooks and do not really communicate myself when speaking or writing in class.				
3.I am interested in reading only English textbooks for my university study, but not other English texts e.g newspapers, magazines.				
4.I am more interested in earning a university Degree, furthering my higher education and getting a good job in future than learning English language itself.				
5.Learning English is important for travelling abroad.				

6.Learning English is important for making me a Knowledgeable, skillful an educated person.

7.Being proficient in English can lead to more Success, achievements in life and get respect from other people.

Table2. *Types of Motivation*

Integrative motivation/ Intrinsic motivation	I strongly agree	I agree	I disagree I stronlgy disagree	I
1. Studying English enables me to understand English books, movies, pop music, the Internet information etc.				
2. Studying English enables me to better understand and appreciate the ways of life, culture, art, literature of native English speakers.				.
3.Studying English enables me to keep in touch with foreign acquaintances and discuss interesting topics with the people from various national backgrounds.				
4.Studying English enables me to transfer myknowledge to other people e.g giving them some pieces of advice like directions totourists.				

5. Studying English enables me to participate freely in academic, social, and professional Activities (conferences, forums etc.).				
1. Studying English enables me to behave like native English speakers: e.gimitating their accent, using some specific English expressions. 2. I am determined to study English as best as Ican to achieve maximum proficiency and be able to go abroad.				

Conclusion

Based on the findings of this study we came to the following conclusion: 80% of students have instrumental /extrinsic motivation and only 20 % possess integrative /intrinsic motivation. These findings show the dominance of instrumental /extrinsic motivation. Therefore, the English training should be focused on integrative /intrinsic motivation.

Motivation has an important role in success and failure in learning a second language [3]. Spolsky(1990) stated that motivated students are likely to learn more and learn more quickly than students who are less motivated. In a particular learning situation, students who are less motivated are likely to lose their attention, misbehave and cause discipline problems. On the contrary, students who are more highly motivated will participate actively and pay more attention to a certain learning task or activity.

References

1. Harmer, J.*The practice of English language teaching*. London: Longman, 1991 – P.127– 130.

2. Krashen, S..*Second language acquisition and second language learning*. London: Prentice Hall International (UK), 1988 – P.78–82.

3. Spolsky, B.*Conditions for second language learning*. Hong Kong: Oxford University Press, 1990 – P.103–105.

4.	RatanawaleeWimolmas.*A Survey Study of Motivation in English Language Learning of First Year Undergraduate Students at Sirindhorn International Institute of Technology (SIIT).*Thailand: Thammasat University, 2013 – P.4–7.

NEW TECHNOLOGIES IN LANGUAGE LEARNING

Yuliya Z. Vassilyeva
National Research Tomsk Polytechnic University

The paper describes the ways of using m-learning technologies in the educational process. New technologies have become very important in our life, providing a lot of opportunities for language learning.

The aim of the article is to show how it is possible to use m-learning technologies for language learning. The main findings of this research proved that using special apps greatly contributes to the process of learning a foreign language. Finally, advantages and drawbacks of using some applications have been observed.

One of the most interesting and widely-used device, used by people is a mobile phone. The mobile phone makes phone calls, send messages, listen to music, play games, take pictures and check an e-mail.

M-learning or mobile learning is defined as "learning across multiple contexts, through social and content interactions, using personal electronic devices" [1].

Mobile learning implies the use of mobile technology, either alone or in combination with other kinds of ICT, enables learning anytime and anywhere. Learning can unfold in a variety of ways: people can use mobile devices to access educational resources, connect with others, or create content, both inside and outside classrooms. Mobile learning also provides supporting broad educational goals such as the effective administration of school systems.

There are many applications for learning English today. For example, Lingualeo, Duolingo, Words, Easy Ten, Memrise. We observe one of the most popular application - Lingualeo.

Lingualeo is a free online platform which offers a service for learning the English language. Lingualeo is available on the web, Android, iOS, Windows Phone.

Lingual personalizes each user's learning program to make learning English more effectively. First, Lingualeo offers users a placement test to determine their language skill level. The service then develops a personal training program that takes the user's skills, goals, and preferences into account.