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## **MOTIVATION AND MOTIVATING IN A FOREIGN LANGUAGE CLASSROOM AT A TECHNICAL HIGHER EDUCATIONAL ESTABLISHMENT**

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In recent years, there have been many attempts to put into practice various methods of teaching foreign languages. However, each method has its own advantages and disadvantages. Efficiency is observed only if they are used in combination, based on the level of knowledge of the student and the specific situation. Regardless of which teaching method is used by the teacher, its goal is ultimately to stimulate students' motivation to learn the language. Only the student's personal desire to master the language can lead to high results. That is why motivation is the most important aspect of teaching foreign languages and plays a decisive role in the process of learning them. In this article, the author proposes to consider ways to enhance motivation to learn English in students of technical specialties of higher educational institutions.

Basic studies of the nature and methods of formation of motivation lie in the field of interests of pedagogy and psychology since motivation should be considered not only as a condition for the effective acquisition of knowledge but also as an important factor in the development of a specialist's personality. A lot of researchers studied the connection of motivation from different angles and in different spheres. Among them, there are N. Aristova, I. Lobachova, E. Thorndike who studied the process of the formation of cognitive motives at different stages of learning. The issue of enhancing the learning process was raised by A.I. Demin, V.A. Kozakov, V.I. Lozovaya. In recent years, motivation has become the topic of theses by V. Klymchuk, N. Bondarenko, I. Zaitseva, I. Krasnogolova, and other researchers.

At the same time, the ways of influencing the increase in the motivation for studying foreign languages by students of technical universities were not the subject of a separate scientific study of domestic educators, which determines the relevance of the chosen topic. The bulk of the material is concentrated in foreign scientific literature, in particular in the works of M. Downes, I. Lopez Corria, K. Rogers, E. Littlejohn and others. They focused mostly on the ability to stimulate

students to cognitive activities in a foreign language by using communicative and interactive methods.

For most educators and linguists, motivation is one of the key factors influencing the speed and success of the process of teaching foreign languages. A teaching method is a form, and the purpose of using this or that teaching method is to arouse students' interest in the subject. Many aspects can affect the motivation of students, among them it is necessary to mention such as an adequate teaching method, learning success, correct assessment, the relationship between the teacher and students, and communicative focus. It is necessary to look for new ways to enhance motivation in the process of teaching since only by clearly realizing the direction you can reach the necessary goal, i.e. mastering a foreign language.

In terms of the research work, it is needed first to define the concept of motivation and its general interpretation.

Motivation determines a person's behavior, activates actions and perceptions, and directs energy. Intrinsic motivation is the performance of certain actions and deeds that the subject performs out of curiosity, in order to achieve a sense of self-satisfaction and joy, without being prompted by external factors.

However, when it comes to learning a foreign language as a compulsory subject in a technical higher educational institution, it does not certainly concern the personal desire of students. Actually, there goes a turn for the external factors to show off: the need to take an exam at the end of the course, the opportunity to find a better job, etc., that is, forced motivation arises.

Extrinsic motivation (factors that do not come from the self or lie outside behavior) is traditionally seen as something that can undermine intrinsic motivation. However, studies have shown that under certain circumstances, if students are sufficiently self-determined, their personal motivations can be combined with external factors, and this, in turn, will lead to the formation of intrinsic motivation.

The real motivation is the combination of two factors which are the eagerness of the students to learn a foreign language and the pleasure that students experience during the learning process.

It is important that a foreign language educator recognizes the significance of motivation and use its possibilities effectively in practice, during both in-class and independent activities and in distance education. All the classes should promote a favorable attitude towards learning, which, combined with the efforts made by students, constitutes true motivation. A teacher needs to give the initial impetus, and then use the driving forces to keep the students' interests throughout the whole learning process. Without sufficient motivation, even students with good abilities cannot achieve long-term goals. Moreover, even well-designed curricula and experienced teachers will not be able to help. On the other hand, a high degree of motivation can compensate for significant shortcomings in both language ability and learning conditions.

The learning process resembles the process of eating: having no appetite, a person will not eat anything except delicacies. This statement is equally true for the learning process: if a student is forced to study, he will not perceive and assimilate the educational material. He should be teased and tempted, excited to get to know more about the subject, to get engaged in the learning process.

Such a method of teasing into learning can be demonstrated by using appropriate materials at the warm-up and cooldown stages of the lessons. The proverb "a good beginning makes a good end" exemplifies the importance of these

stages of the lesson. Everything in our life is cyclic, so the lesson must also consist of obligatory stages that make it logical. Each stage must be related to and coherent with the next one.

To attract the attention of the students a lesson should be started with a piece of information to get them engaged in the work. It can be a picture, comics, a citation, or a diagram that introduces the subject matter of the lesson simultaneously evoking ideas and a desire to find out more about the topic.

The final stage of the lesson is as important as its beginning. A cooldown is not only time to revise lesson materials, discuss mistakes, and assess and praise the students. It is the stage that can be called "to be continued" because it is time to intrigue the students, to hint at the topic of the next lesson, and to make them look forward to the next lesson.

The conclusion can be made that a gripped student is a highly motivated student.

The ancient Greek thinker Aristotle deduced the famous triad of teaching ethics: *logos* – the quality of presentation, *pathos* – contact with the audience, *ethos* – attitude towards others. It correlates perfectly with modern requirements for the function of a teacher in the educational process (1). A modern teacher is a mediator, not a tough leader, helps students, and encourages them to learn (2). Genuine interest in the feelings and thoughts of students can help create a student-centered approach. The task of the teacher is to build relationships with and between students. The teacher should serve as an example, but at the same time, not rise above the students on an inaccessible pedestal. Among the necessary qualities of a teacher, one should mention:

- ✓ the ability to lead a couple in a lively and interesting way;
- ✓ the ability to treat all students equally;
- ✓ impeccable command of the language of instruction where each command is pre-taught and hence understandable to students;
- ✓ the ability to skillfully organize the learning process and encourage students to work in the target language.

The student must see his teacher as a guideline and respect both the level of his knowledge and education and the personality of the teacher himself. An impeccable reputation and the ability to establish friendly relations with students can surely stimulate their interest in the subject of teaching. Thus, approval from the teacher (3, 31), understanding of the interests of students, teaching style, level of language proficiency and creation of a friendly atmosphere, and discussion of the experiences and thoughts of students – all of the above-mentioned factors emerging as a result of the cooperation of students and their teacher, provide the educator with useful information for organizing and planning future educational activities, meanwhile, also motivating students to self-study the language. According to the researcher N. Nunan, if students are allowed to bring their own knowledge and use their concepts into the learning process, it forms the most significant basis to increase student motivation (4).

It should also be kept in mind that only proper teaching methodology can increase students' motivation. The teacher must remember that the method he uses affects the motivation of students. For example, the communicative method of teaching promotes initiative and creativity as students are immersed in solving interesting learning problems that require the use of speaking, listening, reading, writing, and thinking. Students collaborate and learn from each other. This type of learning activity requires a special organization of the lesson, and careful

preparation on the part of the teacher since the topics should be interesting and call a desire to discuss them.

The use of the communicative teaching method not only increases motivation, which makes learning even easier but also harmonizes interpersonal relationships between the teacher and students. Hence, if the teacher ignores the level of knowledge of students, raises topics that students are not able to discuss due to the lack of the necessary level of knowledge of the language, or does not take into account other factors, the method will tire them and demotivate them to study the subject.

A technical university requires the study of a foreign language in terms of students' future specialties. Yet if a teacher concentrates all the lessons only on professional topics, it may demotivate the students. No matter what their future specialty is, they are people with their routines, their own bucket lists, and dreams. They want to communicate and travel not only on business. It means that educators should also provide them with the skills necessary for living, such as being able to book a ticket, order food in a restaurant ask directions if they got lost in an unknown place or are looking for some places of interest, etc.

Thus, we consider it necessary to outline the materials that can facilitate the learning process, meanwhile increasing their language competence and encouraging them to further learn the language.

To our mind, additional reading materials can make classes more exciting, and, therefore, generate motivation for learning the language. Reading materials may include funny stories, tabloids, newspapers, and magazines. Firstly, funny stories are interesting to read to the end, and students will have to familiarize themselves with new lexical material. Secondly, after reading real hot news, there emerges a desire to discuss it which is a real bonus because being able to communicate and share your thoughts and ideas with an interlocutor is, in fact, the ultimate goal of learning a foreign language. Thus, speaking skills acquired in the lesson will help them be proactive in real life, for instance, to discuss with other people major events, such as the World Cup, or to see the life of their country through the eyes of foreign journalists which is a trigger for them, their motivation to continue learning a foreign language.

To sum up, we consider the main purpose of using practical teaching materials the basis to awaken students' interest in learning foreign languages, and in addition, local, as well as reading international news in the target language which can facilitate learning a foreign language. Guessing the general content of the article, students will be able to understand its meaning without a dictionary, and at the same time, they will be interested in the meaning of unknown words that make it difficult to understand the details. The most important thing in additional reading is not to overdo students: additional reading materials should be selected taking into account the language level of students and be related to their interests.

The next trigger for motivation is success in learning a language. A positive result is the only thing that matters in the process of learning a language. Therefore, the goals and objectives should not be overstated or too simple, it is necessary that as many students as possible see the high rates of their hard work on the language. Danger can lurk from two sides: both too-difficult and super-simple tasks can lead to a loss of motivation among students. Thus, the teacher has a serious responsibility to select assignments and appropriate materials that can lead students to a higher level of knowledge.

Once students feel confident in their ability to succeed, a foreign language teacher can continue to motivate students by moving on to assignments that contain practical communicative goals. It is necessary to create conditions for students to use the language to communicate on topics that are close and interesting to them, to be able to speak out about their own life experiences. Within the framework of this activity, each student is involved, since all people feel the need to exchange experience and information. Such activities provide conditions for active learning since the desire to be interesting is exactly what the student wants (2, 32).

It's impossible to study the notion of motivation without taking into consideration the assessment of students' progress in learning a foreign language. There is a link between a student's motivation to learn and good or bad assessment practice. There is sufficient research to support this assertion. Good assessment practice and systems that emphasize assessment *for* learning engender productive psychological responses from learners to assessment information, responses students act on to increase their learning. When teachers use assessment effectively to support and advance learning, it increases the possibility that students will become the life-long learners that educators work to foster.

To demonstrate the impact of the assessment on the motivation of the learners an example of the writing skills assessment is offered. There exists a popular view in the teaching profession that traditional summative tests can provide some short-term motivation for more confident students. Meanwhile, they can also undermine long-term intrinsic motivation to study by encouraging all to value grades more than new knowledge and skills. Some empirical evidence is emerging on the motivational impact of more learner-centered forms of assessment. The introduction of self-assessment has proved to boost learner motivation. For example, portfolio assessment of writing can promote student motivation and self-regulated learning. Formative feedback can be very useful as well to promote learners' short and long-term motivation to write in a foreign language. Thus, the right choice of assessment influences further interest and engagement of students in the subjects.

It goes without saying that speaking the language is the only correct way to learn the language. During the learning process, students should be encouraged to talk about topics that are exciting to them, not only when the task requires it, but also when they feel motivated (for example, to similar situations from their lives). There are many ways to organize communicative tasks for students in practical classes for learning a foreign language. These tasks, such as pair work, group work, etc., provide an opportunity for communication for each student.

One of the most motivating ways to learn a language is through close collaboration and communication with other students, giving learners the opportunity to practice their communication skills. In turn, one of the quickest ways to demotivate a student is to minimize their participation and involvement.

Students learn best by speaking, listening, making, writing, creating, and solving, i. e. in the active learning mode instead of passive learning. Small-group activities and pair work facilitate these active learning opportunities and boosting self-confidence can also increase their motivation to learn. They also allow all students (even the quietest ones) to express their ideas and working cooperatively can also reduce behavior incidents and build a mutually supportive classroom environment.

The EFL teacher must thus provide the class with a wide range of learning activities –for the group and the individual –which can hold the student's attention,

and stimulate them to interact and communicate in the language. Such a variety of activities will also prevent boredom and cater for the range of interests. Most studies proved that it increases language practice opportunities, improves the quality of student talk, helps to individualize instruction, and it promotes a positive affective climate and motivates learners to learn.

Taking into consideration the above arguments it is recommended that English language teachers make use of group/pair work and other learning activities to promote motivation while forming students' language competence. The most efficient, to our mind, are the following ones:

1. Provide the class with learning activities like games, debates, competitions etc grouping the class in teams.
2. Use role-playing (i.e., drama-like classroom activity) where pairs can interact to discuss current news, some ideas on their specialty, or issued on the topic learnt.
3. Use problem-solving activities that suit their interest.
4. Use some exciting quotes or pictures to get students genuinely engaged.
5. Use learning activities that match students level.
6. Make changes to the classroom activities.
7. Use learning activities that are related to their specialty and interests.

Nowadays, many teaching methods are being introduced and widely used in teaching foreign languages in higher educational institutions. Yet, they should not be used mechanically. When choosing a method, you need to remember that it should increase the degree of motivation of students. Stimulation of motivation plays a crucial role in the teaching of foreign languages. We can say that all modern methods are based on increasing the motivation of students. Since motivation is a vital component in a successful learning process, the ability to encourage students to activity should be considered as the highest skill and indicator of the effectiveness of the teacher.

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#### **SOFT SKILLS AWARENESS TO START A TECH CAREER**

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Problem statement. Soft skills are becoming increasingly crucial in today's workplace, particularly as organizations focus on building cohesive teams and