



WAYS TO INCREASE THE STUDENTS' MOTIVATION TO LEARN A FOREIGN LANGUAGE

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Abstract

The most important and most difficult task for a teacher is to keep students interested in the progressive improvement of their individual language abilities. The generally accepted methodological complexes are not always ideal for solving this goal, so one has to turn to experimental complexes, fortunately, which are now offered in a wide range. The article discusses some of the ways to encourage students to learn a foreign language.

Key words: creating motivation, friendly atmosphere, developing skills, student discussions, and speech activity.

There are many ways to stimulate students to learn a foreign language, the teacher must imagine the entire arsenal of motivational tools and techniques to achieve the main goal of teaching a foreign language. Creating motivation for learning a foreign language and for communication is impossible without creating a friendly atmosphere in the classroom. In the lessons, it is necessary to create situations of success. It is important to instill in children a sense of optimism and self-confidence. For this, the teacher must be himself an optimistic person towards students and colleagues. You need to pay attention to the efforts spent by children in completing the task, and not to the end result itself. It is necessary to instill in the child that success is built on failure. It is important to teach children to value not only their own, but also corporate achievements.

Meetings and discussions with native speakers

Meetings and discussions with native speakers are another stimulus that increases students' interest in learning a foreign language. During the discussions, schoolchildren have the opportunity to practice speaking with native speakers and develop listening skills, as well as realistically assess their level of language, which forces many to deepen their knowledge of a foreign language.



For those students who already own oral speech, there is an opportunity to develop the ability to clearly and clearly express their thoughts and reasonably defend their point of view in a discussion. During the discussion, students not only gain experience in communicating with native speakers, but also overcome the psychological barrier that arises when first communicating with foreigners.

Working with authentic materials

Teaching a foreign language pursues an important educational goal - to introduce students to the world of the culture of the country of the target language, to prepare them for communication at an intercultural level. The development of the skills of adequate communication and mutual understanding with native speakers implies the formation of socio-cultural competence. For this, modern teaching materials in foreign languages include authentic materials, which makes it possible to bring the content of educational materials closer to real situations in which students may find themselves in everyday life. Translated from Greek, "authentic" means "genuine". This term is most often used to characterize the texts used in the lesson. Authentic is traditionally considered to be text that was not originally intended for educational purposes. However, the concept of "authenticity" extends to other aspects of the educational process. As authentic materials aimed at the formation of communicative competence, a letter, a postcard, an ad, a page from a diary, a television program, a recipe, an advertising text, a questionnaire, interviews, popular science and regional studies texts are used. The use of authentic materials increases interest in learning a foreign language, helps to activate all types of speech activity, and introduces the target language to the culture of the country.

Application of information and communication technologies

One of the key competencies of a modern teacher is the ability to apply information and communication technologies in the classroom. Information and communication technologies not only give students the opportunity to keep up with the times, but also make the learning process more interesting. This technology makes learning challenging, creative, research-oriented. The use of ICT allows:

- 1) provide positive motivation for learning;
- 2) conduct integrated lessons using music, animation;
- 3) ensure a high degree of differentiation of education;
- 4) improve knowledge control;



5) rationally organize the educational process, increase the effectiveness of the lesson;

6) to form the skills of students' research activities.

Work with electronic manuals is of no small importance. Such work is always interesting for students, when you can work with material on various types of speech activities of native speakers or take a virtual trip to his country, or you can simply test your knowledge, it makes it possible to regulate the presentation of educational tasks according to the degree of difficulty. It is known that almost every teacher uses interactive presentations and videos in their lessons. They contain tasks in the form of questions, games, crosswords, and are also used as a means of visibility and the result of project activities. Another opportunity to make the lesson unusually informative is to use, for example, virtual excursions in the presentation of material. The main advantages of a computer presentation are that it allows you to work with a large number of tables and diagrams (no need to draw on the board), allows all participants to take part in disputes with speech support (work in working groups). It has been proven that a child not only perceives information, but also remembers faster when he sees it on the screen. Another opportunity to unify the educational process is the use of electronic tests. The global Internet offers many helpful resources for working with authentic material that can be tailored to the specific learning objectives of the lesson. Electronic tests can be used both in the introduction and consolidation of the material, you can use remote forms of such work with the category of children who miss classes due to illness or are preparing for olympiads or competitions. And you can create such a test and print if it is not always possible to connect to the Internet.

Extracurricular activities

The main task of the teacher in organizing extracurricular work in a foreign language is to develop the need for schoolchildren to use a foreign language as a means of communication, cognition and social adaptation outside the classroom. This type of activity helps to overcome difficulties in learning and self-affirmation of students, as it allows them to reveal their capabilities and abilities. Extracurricular work increases the space in which schoolchildren can develop their creative and cognitive activity, realize their best personal qualities, that is, demonstrate those abilities that are often unclaimed in the classroom. All this creates a favorable background for achieving success, which, in turn, has a positive effect on learning activities.



All areas of extracurricular activities should be considered as a meaningful guideline in the construction of appropriate educational programs, and the development and implementation of specific forms of extracurricular activities of schoolchildren should be based on the types of activities. So, for example, extracurricular activities in a foreign language can be organized in different directions:

- The scientific and cognitive activity of schoolchildren can be organized in the form of electives, educational circles, a scientific society of students, intellectual clubs, reading studios, clubs for young museum scholars, Olympiads, quizzes, etc. language, the art of debate and discussion.
- The artistic and aesthetic direction of extracurricular activities can be represented by the work of school linguistic theaters, holding exhibitions of arts and crafts in a foreign language, the functioning of song clubs (in English, German, French and other languages).
- Publicly useful and project activities in a foreign language can be organized in the form of linguistic camps during the holidays with the involvement of native speakers - volunteers from foreign countries, where socially significant projects can be implemented in joint volunteer actions.

Music

Music is one of the most powerful ways to influence students' feelings and emotions. Music and song can be invaluable in learning a foreign language. The song evokes a great burst of enthusiasm and represents a pleasant and stimulating approach to the study of the culture of foreign languages. Good songs are not forgotten, unlike the grammatical structures that disappear from the head at the end of the lesson, songs can live a long time and become part of someone's culture. What are the methodological advantages of songs in teaching a foreign language?

- Songs are a means of more solid assimilation and expansion of vocabulary, because they include new words and expressions;
- In the songs, familiar vocabulary is found in a new contextual environment, which helps to activate it;
- In songs, grammatical constructions are better absorbed and activated
- Songs improve pronunciation skills;
- Songs contribute to the aesthetic education of students, team building.



Songs provide an opportunity to relax, relieve tension and restore performance.

Dramatization

Dramatization techniques contribute to the development of both the main types of speech activity and the formation of associative thinking, memory, communication skills in a team, and the student's creative initiative. In the process of dramatization, students improve their skills and abilities of dialogical speech, learn to expressively read their roles, and master some elements of stage writing.

The specificity of dramatization lies in the fact that simultaneously with the development of the linguistic and speech side of the material, work is underway on its stage embodiment. It is necessary to show young artists how to move correctly in the course of the enacted dialogue, master gestures and facial expressions, speak loudly with good diction so that the audience can hear them. The importance of dramatization in mastering the skills and abilities of speech activity is determined by the fact that it excludes the mechanical reproduction of material. In the course of dramatization, direct links are established with a specific situation, which creates favorable conditions for the assimilation of language material and the formation of the ability to communicate in the target language.

Design methodology

The main goals of training are the formation of creative and critical thinking, the ability to operate with the information received and apply knowledge in practice in various situations. Working on projects enables students to reflect, independently search, analyze, generalize, and process the necessary information. During project activities, students realize their creative abilities. Students independently transfer the previously acquired knowledge, skills, and abilities to a new situation, they have new ideas. In the course of work on a project, students compare different points of view, explain and defend their opinions, relying on scientific, proven facts, on their own and others' experience.

Project activity helps to foster a tolerant attitude towards interlocutors in students, as well as to interact with each other. In the context of the implementation of new educational standards, the unity of class and extracurricular work with students is of particular importance. The main goal of the interclub is the formation of civic activity of students, the education of patriotism, the formation of a tolerant attitude towards the culture of foreign-language countries.



Extracurricular work allows students to participate in competitions and quizzes on regional studies, develop projects and presentations on regional studies, participate in international projects, establish friendly relations with peers in other countries by email, participate in intercultural online communication, organize various circles and sections on regional studies. The task of the head of the club is to organize the work of the interclub in such a way that it will interest and captivate the students.

As a conclusion, we can say one of the most essential skills in life is the ability of a person to communicate fruitfully with other people. Activating the child's communicative abilities, preparing him for life in society is the main developmental goal of all language school subjects. But when learning a foreign language, besides the goal, it is also a method. It is the teacher's task to teach the student to communicate with him, try to put before him the maximum number of life situations every lesson and teach him how to find optimal solutions. The global nature of the task increases the teacher's responsibility a hundredfold, raises the bar for the level of his professional readiness, and requires him to constantly improve himself. Motives, spheres of desires, interests and inclinations, worldview, student status, his life positions, as well as various situations are interdependent and constitute a harmonious unity of the personality. All this is an inner force that encourages the student to learn a foreign language and creates positive attitudes towards learning it. To do this, it is necessary to increase the levels of motivation, contributing to the development of cognition and intellectual activity in students, which, in turn, leads to an increase in the efficiency of the learning process.

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