

BUILDING MOTIVATION IN FOREIGN LANGUAGE LEARNING

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The problem of motivation has been studied in works of A. Leont'ev, G. Kitaigorodskaya, A. Arutyunov, I. Zimnyaya, B. Benediktov, and many other scientists. Nevertheless, the search for new methodological approaches is being actively pursued. After all, motivation is considered to be the most indisputable factor of success in learning a foreign language (in particular, Russian as a foreign language - RFL).

Motivation refers to a system of incentives capable to influence on foreign language acquisition. There are some students, who take an active part in learning, but unfortunately, they are a minority now; most of them study reluctantly, without any interest or effort. And in such conditions, the role of the teacher, whose primary task is to increase students' motivation to learn a foreign language, is very important.

The main form of students' activities is education. It takes place in a group, that is, in a team, where psychological mood and mutual relationships are very important. Recently, there has been a tendency to increase training groups up to 15 and more students; sometimes conflicts arise, and different interests collide. After all, the groups include diverse students - both geographically and psychologically. They are representatives of different mentalities, education, culture, religion. In such a situation, the teacher has to deal not only with teaching, but also with various cultural phenomena and standards of education. And because the intensity of work in the classroom is very high and the Russian grammar is difficult, students begin to lose interest in the subject and give up classes. And under such conditions, it is the out-of-class activity that can help heighten students' interest in language acquisition. It should be said that the faculty of international education of NTU "KhPI" holds a number of activities ("Happy New Year!", "Spring and Geography", "Student Scientific Conference", etc.) to allow students' communication and improving their language skills.

It should be noted that psychological barriers often arise when studying RFL: there is a lack of faith in own strength, low self-esteem, inability of speaking; some learners do not even know if they will need the language in future (wherein some of the students are going to continue their studies at NTU "KhPI" or in other universities in English).

There is a direct correlation between students' success and their attitude to learning Russian. If a student is encouraged by the learning activity itself, if he or she likes speaking and comprehends the Russian language easily, then one can be said to have all the conditions to succeed in language learning. The teacher can only indirectly cheer up students' motivation and try to create the prerequisites to form the grounds on which students' personal interest in study emerges. This is how a serious motivation is formed; the motivation (professional and cultural) as a constant need for the target language during further learning activity.