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КӨПТІЛДІ БІЛІМ БЕРУ ЖӘНЕ ТІЛ ҮЙРЕТУДЕГІ ИННОВАЦИЯЛАР
ПОЛИЯЗЫЧНОЕ ОБРАЗОВАНИЕ И ИННОВАЦИЙ В ОБУЧЕНИИ К
ЯЗЫКАМ
MULTILINGUAL EDUCATION AND INNOVATIONS IN LEARNING
LANGUAGES

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**THE INTERCONNECTION BETWEEN LEARNING CONTENT AND
MOTIVATION FOR LEARNING A FOREIGN LANGUAGE**

Abstract

This article is devoted to the connection maintenance learning motivation. To organize an educational process it is necessary is to know-the motives of students in learning foreign languages and ability to manage them.

Learning motivation is determined by external and internal conditions. The education of right motivation trends is accompanied by the influence on emotional attitude to learning of the students.

Key words: content of educational material, training, skills for work, communicative goal, work style, external motives, personal individualization, worldview, student status, motivational basis

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**ВЗАИМОСВЯЗЬ СОДЕРЖАНИЯ ОБУЧЕНИЯ И МОТИВАЦИИ К ИЗУЧЕНИЮ
ИНОСТРАННОГО ЯЗЫКА**

Аннотация

Эта статья посвящена мотивации обучения поддержанию связи. Для организации учебного процесса необходимо знать мотивы студентов в изучении иностранных языков и умение ими управлять.

Мотивация к обучению определяется внешними и внутренними условиями. Воспитание правильных направлений мотивации сопровождается влиянием на эмоциональное отношение студентов к обучению.

Ключевые слова: содержание учебного материала, обучение, навыки к труду, коммуникативная цель, стиль работы, внешние мотивы, личностная индивидуализация, мировоззрения, статус студента, мотивационная основа.

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ОҚЫТУ МАЗМҰНЫ МЕН ШЕТ ТІЛІН ҮЙРЕНУГЕ ДЕГЕН ЫНТАНЫҢ ӨЗАРА БАЙЛАНЫСЫ.

Андатпа

Студенттің оқу мотивтерін білу және оларды меңгеру оқу процесін ұйымдастыру үшін өте маңызды. Оқу-білімнің мотивациясы ішкі және сыртқы мотивтер арқылы анықталады. Оқу-білімге дұрыс беталысқа тәрбиелеу студенттердің оқуға эмоциональды қарауына ықпал жасайды.

Мақала оқу-білім мазмұнының шет тілі оқуының мотивациясымен байланысына арналған.

Түйін сөздер: оқу материалының мазмұны, оқыту, жұмысқа деген дағдылар, коммуникативті мақсат, жұмыс стилі, сыртқы мотивтер, жеке дараландыру, дүниетаным, студенттік мәртебе, мотивациялық негіз.

Education as a social phenomenon is a purposeful, organized, systematic transfer and assimilation by the younger generation of the experience of social relations, social consciousness. The content of education is the main forms of social consciousness, primarily science, art, law, morality, as well as culture, productive experience and skills for work.

As a result of training, students receive a system of scientific knowledge, facts, generalizations, laws. They will master the most general skills and abilities that help them to establish themselves in a team, society, in the surrounding objective world and master ways to explain the world.

With the help of the function of equipped with knowledge, the central function of teaching is realized - the formation of the students' worldview. It is formed in them objectively, gradually, as knowledge becomes more and more generalized, allowing them to judge the world around them.

Managing the motivation for learning foreign language is one of the central problems in teaching methods. For the optimal organization of the educational process, it is important, first of all, a deep knowledge of the motives of the student's learning and, secondly, the ability to correctly identify them and reasonably manage them. The search for ways to resolve the issue of

motivation for learning is possible in terms of psychological research. According to I.A. Zimmie, “a motive is what explains the nature of a given speech action, while a communicative intention expresses what communicative goal the speaker pursues when planning one or another form of influence on the listener » [1].

Numerous experiments have shown that, during one academic year, the attitude of students to various types of speech activity (SA) on the FL can change sharply in a negative or positive direction. This, in turn, depends on the teacher's style of work (the constant use of only one textbook, monotonous types of exercises weakens positive emotions, and the student turns into a passive contemplator), on the teaching materials, on learning outcomes, etc.

For the optimal organization of speech-thinking activity, it is necessary to know the types of motivation. Motivation for learning can be determined by external (narrow-minded) motives [2].

External motives are not related to the content of educational material: duty motive, duties (broad social motives), assessment motive, personal well-being (narrowly social motives), lack of desire to learn (negative motives). Internal motives, on the contrary, are related to the content of the educational material: motives of cognitive activity, interest in the content of learning (cognitive motives), motives for mastering general methods of action, identifying cause-and-effect relationships in the studied educational material (educational and cognitive motives) [3].

According to G.V. Rogov, interest in the learning process in foreign language is based on internal motives that come from the foreign language activity itself. Thus, in order to maintain interest in the subject, the FL teacher must develop students' internal motives [4].

In the foreign language learning system as in foreign language culture, first of all, the means of maintaining motivation for cognitive, developmental and educational activities are important, which causes communicative motivation in learning foreign language.

Interest in FL contributes to the formation of motives for the analysis of linguistic phenomena so all kinds of classes in form and content, develops linguistic thinking, makes it possible to use FL as a means of exchanging information, gaining knowledge with its help, studying the culture, history, development and activities of the country of the target language. Broadening of horizons forms the motive of attitudes towards FL as a necessary means of cognitive activity /5/.

Development activities include:

1. Speech ability (ability to guess, to distinguish, to imitate, to logical presentation, etc.).
2. Mental functions associated with speech activity (speech thinking, memory in all its forms, attention, imagination, etc.).
3. A certain level of motivation for further mastering a foreign language culture (gaining experience of a positive attitude).

The components of this aspect are to develop:

- speech abilities (phenomenal hearing, ability to guess, distinguishing, imitating, logical presentation, sense of language, etc.);
- mental functions associated with speech activity (speech thinking, memory in all its forms, attention, imagination, perception, etc.);
- the ability to communicate;
- a certain level of motivation for further mastery of a foreign language culture (gaining experience of a positive attitude towards a foreign language, focused on the personal value system).

The last component is so important that it is no exaggeration to say the following: if the necessary motivation is not formed in the learning process, then the learning itself becomes like a machine that has a motor turned off and is pushed by external forces: a teacher, administration, parents, at best - student's sense of duty. If motivation is not formed by the end of the training,

then all the time spent on this can be considered almost lost: what is acquired is soon forgotten, and there is no desire to improve your educational level.

The necessary motivation does not appear by itself, it must be persistently and systematically developed with special means included in the training system.

This aspect lies in the fact that teaching a foreign language culture is used as a means of ideological and political, moral, ethical, aesthetic, labor, international and patriotic education.

The motivational aspect is also crucial for the activation of all psychological processes - thinking, perception, understanding and assimilation of foreign language material. To do this, it is necessary to increase the levels of motivation, contributing to the development of knowledge and intellectual activity of the student, seeking, ultimately, to increase the efficiency of the learning process.

Mental and physical experiences (needs), a conscious internal or external need (motives) give meaning, thereby stimulating speech and thinking activity, thinking and lead to a desire to learn more and learn to think in language. Thanks to the situation, the needs of the individual are satisfied and positive attitudes to study a foreign language are created. Thus, motives, interests, situations, attitudes are interdependent, constitute a harmonious unity of the personality and are an internal energizer.

Consideration of personal properties leads to the emergence of situational communicative motivation, that is, ensures the student's proactive participation in educational or real communication [6].

Personal individualization, providing a challenge to communicative motivation traditionally suggests taking into account the six methodologically most significant properties of a student as a person: the context of activity; personal experience; spheres of desires, interests, inclinations; emotional and sensual sphere; worldview; student status in the group. All this encourages students to learn.

Scientists who study the motivation of learning FL, distinguish a number of types of motivation, taking into account the individual development of students. These are such types as:

- communicative and motivational, determined on the basis of communication needs;
- linguo and cognitive motivation based on the student's desire to learn linguistic phenomena;
- regional motivation, depending on the subject matter and emotional interest of the student, etc.

Whereas the specifics of the middle stage of learning FL is determined by "the target settings, the peculiarities of language proficiency, the nature of the assimilated material (volume, complexity, information content)" [7]

The further development of communicative and speech skills at this stage are continued. The leading type of speech activity is oral speech. When teaching oral speech, the main reason for the difficulty of its assimilation is that the language material that a person must master appears in a completely new aspect - they need to be actively mastered as a means of communication, and not just for recognition, which is a task for receptive perception language.

When reading and listening, ready-made material is caught, although receptive perception in each case has its own characteristics. When reading to himself, a person has the opportunity to return twice and three times to an obscure place, while when listening he obeys to a certain extent the rate of the speaker's speech, which creates additional difficulty for understanding. The highest degree of difficulty is the independent expression of thoughts and feelings by means of a non-native language. Here the speaker must own not only the syntactic and morphological structure of the language, but also a complex system of word compatibility, which is always specific and largely does not coincide with the compatibility in the native language of the subject of speech.

Grammar in the main languages of the world has already been analyzed and scientifically systematized, and the conscious mastery of it through successive exercises does not present any particular difficulty. As for vocabulary, this area is still little explored. Until now, no precise

maps of word usage have been compiled even for the most studied European languages. Meanwhile, when it comes to automated mastery of the structure of a language, this means, first of all, automated mastery of word usage. This is one of the most difficult tasks in speaking.

The formation of a stable level of motivation for learning obliges the teacher to select appropriate teaching materials that would represent cognitive, communicative, professional values that are of a creative nature, would stimulate the mental activity of students.

The use of cultural material in the educational process in foreign language creates conditions that motivate the educational process, and also contributes to the deepening and expansion of the sphere of cognitive activity of students.

The motivational basis of communication is formed by modeling the need, its motives, goals, communicative intention. Based on the noted P.M. Jacobson of three main groups of communication motives /8/. It can be concluded that people enter into communication in the following cases: in connection with the implementation of joint activities (business communication), in order to influence the interlocutor, to satisfy the emotional need for communication.

In an educational setting, business communication serving the joint activities of students and teachers is aimed at organizing the lesson and is limited to the vocabulary of classroom use. Communication with the aim of influencing the interlocutor in traditional education is represented by dialogues composed by students or discussions on a given topic. However, such dialogues often suffer from a lack of real appeal to the interlocutor, general motivation, situational conditioning and inadequate communication technique, discussion in a foreign language at the beginning of training is very difficult, and communicants are not yet able to influence each other. In those cases when the topic of discussion seriously fascinates them, as they have repeatedly observed, they strive to switch to their native language, since a conversation in their native language fully satisfies the emotional need of students for communication.

The motivational basis for communication can be created by modeled on natural. Modeling communication is possible only if it creates a general activity background. If, with the help of a role-playing game, we construct a model of work activity or reproduce any social and everyday situation, then the framework of communication aimed at regulating joint activities, influencing the interlocutor or meeting the need for communication is significantly expanded. The carriers of the assigned social roles implement the communicative intentions prescribed by the game by achieving perceived goals. These goals are predetermined by the motive of the general activity of the communicants and are achieved by performing speech actions conditioned by the general activity within which this speech activity takes place.

The use of cultural materials dramatically increases the motivation of learning, which is extremely important, since motivation is not effective. The motivational sphere includes several aspects - a number of motives: ideals and value orientations, needs and cognitive interests. When communicating with the material of cultures, it promotes the awakening of cognitive motivation, that is, students not only master the program material, but also get acquainted with unknown facts of culture, which undoubtedly arouses their interest. Therefore, the learning process, taking into account the interests of students, becomes especially effective.

Emotions play an important role in learning a foreign language. Education of the correct motivational orientation, goal setting among students should be accompanied by an impact on the emotional attitude of students to learning. Emotions undoubtedly have a motivating value in the learning process. In psychology, it has been shown that emotions do not develop by themselves, but closely depend on the characteristics of a person's activity and his motivation. The specificity of emotions, noted the prominent psychologist A.N. Leontief, is that they reflect the relationship between motives and the possibility of success in the implementation of these motives / 2 /. Emotions arise in a person when a motive is actualized and often before a person's

rational assessment of his activities. Thus, emotions have a significant impact on the course of any activity, including educational. All aspects of students' educational work are accompanied by certain emotions. Let's highlight the features of the emotional climate that are most often different in the psychological and pedagogical literature, which are necessary to create and maintain motivation for learning:

- positive emotions associated with the school as a whole and staying in it. They are the result of the skillful and well-coordinated work of the entire teaching staff, as well as the correct attitude to school in the family;

- positive emotions due to equal, good business relationships of a student with teachers and friends, the absence of conflicts with them;

- positive emotions that arise when students master the techniques of independent acquisition of knowledge, new ways to improve their educational work, self-education. However, it is important for a teacher to remember that emotional well-being, the predominance of self-satisfaction among students in extreme cases can lead to stagnation in academic work, to the cessation of the student's growth, to their "closeness" for development. Therefore, in the learning process, emotions with a negative modality must also be present. A negative emotion such as dissatisfaction is a source of searching for new ways of working, self-education and self-improvement.

Since a personality is a hierarchy of motives, it is important for its development in the learning process to create a versatile motivation for communicative activity. When teaching a foreign language, it becomes possible to use different types of motivation, and not only game, communicative, cognitive, but also aesthetic.

Due to the fact that the development of a personality requires its interaction with people around it, it is necessary to organize this interaction on the basis of joint subject-oriented, motivated communicative activity of students among themselves and with the teacher. An exceptional role in the organization of such interaction is played by communicative-oriented exercises, the content and motivational content of which is problematic and involves various options for their implementation. The use of such exercises not only helps the student to master the language as a means of communication, but also, if possible, stimulates his creative activity.

Besides these exercises, there are also motivational exercises that are associated with the development and improvement of the ability to act in speech in conditions close to real. The degree of "closeness" in this case can be different: from the creation of elementary verbal stimuli to theatricalization of fragments of the lesson. It is possible to limit the assignment by indicating a specific language material, such are, for example, the "communication" exercises proposed by E.I. Passov [9]. Other exercises can be performed with complete freedom for the student in the selection and use of material [10].

Methods have been developed for regulating the activities of students when they perform situational exercises by strengthening or weakening semantic and formal supports. However, there is something in common in all motivational exercises: the presence in the task of an incentive to perform a speech act and the displacement of a speech action to an extra linguistic goal.

As it is clear from the above, we cannot support the opinion of methodologists who deny the role of language knowledge and the corresponding exercises, which they sacrifice to training and practice. This allows a fallacy in relation to the principle of conscience in didactics. Students are provided with the elements of intuitive perception, a mechanical drill and are deprived of support on the methods of logical-discursive thinking in the practical mastery of a foreign language.

Thus, teaching aid is in close connection with the motivation for studying FL. These two aspects are interdependent and interdependent. Teaching aid cannot but influence the motivation for studying foreign language. Optimally correlated goals and teaching aid with the needs and

interests of students contribute to an increase in the effectiveness of teaching the subject as a whole.

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