

Methodological aspect of increasing the motivation for science studies undergraduates to learn a foreign language

Svetlana Gudkova
Togliatti State University;
Institute for Humanities,

Department «Theory and Practice of Translation»
Togliatti, Russia
lady.svg@yandex.ru

Marina Emelina
Togliatti State University;
Institute for Humanities,

Department «Theory and Practice of Translation»
Togliatti, Russia
elena01-05@mail.ru

Natalia Yashchenko
Togliatti State University;
Institute for Humanities,

Department «Theory and Practice of Translation»
Togliatti, Russia
yash63@yandex.ru

Diana Burenkova
Togliatti State University;
Institute for Humanities,
Department «Theory and Practice of Translation»
Togliatti, Russia
diana.burenkova.76@mail.ru

Abstract — Motivation is considered to be an essential condition of facilitating any activity. In order to create a positive motivation in the process of learning foreign languages, teachers need to have a clear understanding of aims, required procedures and techniques for elaborating new learning paths. The main purpose of motivation in teaching foreign languages is to stimulate and promote cognitive activities that ensure active participation and work of students during the lessons, make students take an interest in foreign-language culture and development of foreign-language communication skills. This article reveals both the basic definitions and concepts of motivation, analyzes them and describes the most effective procedures and techniques that should be applied when teaching foreign languages for social studies and science students. The importance of methodical development, material and methods used during the lessons to form motivation is emphasized. The stages of both classroom and extra curriculum educational activities are identified and the main methods used at each of them are represented. According to the selected stages, the proposed methods have been tested at Togliatti State University. As a result of the implementation of the suggested methods, the growth of students' motivation and performance indicators in the experimental group has been shown. According to the data obtained, it was concluded that the amount of the students who have progressed to a new level in the exposure group was higher than the percentage of transition to a new level in the reference group. Thus, a thorough analysis of the curriculum of the degree program, development of educational material content taking into account both psychological and cognitive age peculiarities and foreign language competence of the exposure and control groups, correct arranging the students' cognitive activities during classroom activities and extra curriculum work, use of modern computer-aided technologies, well-structured system of feedback and reflection ensure motivation to learn a foreign language.

Keywords — *motivation, modern motivation development procedures, technology of team work, project work*

I. INTRODUCTION

It is well known that the success or failure of a student depends on the motivational component of a learning process organized by the teacher. Globalization of modern society justifies the need to establish and strengthen international contacts and productive verbal communication in the scientific and professional community. Knowledge and willingness to use a foreign language in professional spheres is a must-have competence of a qualified and skilled competitive specialist. The prestige of foreign language knowledge and its increased importance in the global scientific and professional society in the conditions of expanding international relations, as well as the changes in the socio-cultural context have a certain impact on the requirements for the level of language skills of social studies and science undergraduate, master and postgraduate students [1].

The analysis of the research studies and developments on the above-mentioned problem has revealed that researchers have no common ground on the essence and methods of motivation developing while teaching a foreign language. However, most of the researchers consider that motivation is a set of systemic actions of an inducement nature, aimed at creating interest in the in-depth study of a certain material or aspect, focus on results, self-actualization and self-education.

II. MATERIALS AND METHODS (MODEL)

Learning motivation and sustained motivation to learning foreign languages are not considered to be innate but they can be developed during different types of

cognitive activities. Therefore, it is necessary to use a variety of methods to create positive cognitive motivation that can ensure and maintain the sustainability of effective learning activities. Foreign language teachers deal with the problem of selecting a relevant set of methods of teaching, which would form a positive cognitive motivation for students to learn a foreign language both, not only in the classroom but also the willingness to work independently to solve the educational and professional problems.

Table I presents the basic ideas of motivation, which were later developed by a number of researchers in the pedagogy and psychology of education spheres [2-5].

TABLE I. MOTIVATION MODELLING APPLIED AT ENGLISH LESSONS ACCORDING TO BASIC MOTIVATION THEORIES

Motivation theory/author	Main ideas	Theory implementation for foreign language teaching
A Theory of Human Motivation and ERG theory by Abraham Maslow and Clayton Paul Alderfer	Any person is supposed to go through the most fundamental levels of needs at the bottom, and the need for self-actualization at the top (existence level by Clayton Paul Alderfer) the need to communicate with others, which corresponds to the realization of the need for love and respect in society (relatedness level by Abraham Maslow): the need for growth, which corresponds to the realization of cognitive needs and the need for self-actualization according to Abraham Maslow theory.	According to the European scale of language competences foreign language skills at A1 level provide the realization of the needs of a person of the lowest level according to Maslow or Existence needs according to Clayton Paul Alderfer; according to the European scale of language competencies foreign language skills at the A2-B1 level provide the realization of the needs of an average person according to Maslow or relatedness level needs according to Clayton Paul Alderfer; according to the European scale of language competences foreign language skills at the B2 level provide the realization of the needs of the average level of the person according to Maslow or Growth level needs according to Clayton Paul Alderfer.
Expectancy theory by Victor Vroom	A person assesses the probability and possibility that he or she will achieve something in the future due to his or her current behavior. Human's performance is based on individuals factors such as personality, skills, knowledge, experience and abilities. These are the expectations that motivate a person to behave in this way at a certain point of their life span. "Expectancy" + Effort" + Instrumentality "Valence" +	Students realize that a high level of foreign language skills (B2-C1) achieved during study at the university is a significant soft skill competence that makes a specialist competitive in both the domestic and international labor markets.

	"Remuneration" = "Motivation"	
Equity Theory by Adams	A person constantly compares his or her personal contribution ("effort") to the activity and the outcome ("reward") from the activity with the "effort" and "reward" of another group member ("referents"). Positive cognitive motivation is stable and increases only with fair reward for all participants.	When modeling and planning an academic subject program, a teacher should clearly define and describe the indicators and criteria for assessing the performance of students. While organizing the learning process and team forms of work during the lesson (dialogues, polylogues, discussions, project work) the teacher should ensure that the assessment process is clear, fair and comprehensible.
A theory of goal setting and task performance by Edwin Locke	In order to increase the level of positive motivation it is necessary to set clear goals, the current level of set tasks should be of medium or higher level than the current level of skills. The feedback is obligatory.	When preparing students for testing the teacher should take in consideration that is advisable to give the students tasks one level higher to increase their cognitive activity (a student at A1 level with the correct methodical organization of the lesson is able to cope with the tasks of A2 level according to the European scale of language competences).

Later on, there were followers of all the above theories. For example, P. Skehan defined motivation as "an inner motivation that energizes, guides, and supports the behavior that moves students in a certain direction which is believed to be the second more important determinant of success in education. The first determinant of success is the ability, the cognitive capacity of the student. Jennifer A. Fredricks and Phyllis C. Blumenfeld believe that "the motivation of students is reflected in their participation in school activities, expressed in personal contributions at the cognitive, emotional and behavioural levels [6].

The researcher Mario Guerreo states that motivation is linked to commitment, enthusiasm and perseverance in achieving the goal. This scientist also believes that motivation is a driving force that determines the behavior of a person in the performance of certain tasks and targets [7].

R.C. Gardner and W.E.Lambert offer a motivation classification. Gardner believes that motivation is the result of the interaction between the language being taught and the culture of the foreign language in question. This classification is based on the relationship between motivation and a ranging mark (goal). Consequently, researchers divide motivation into integrative and instrumental. The integrative orientation refers to the positive mood of the person and the propensity to study the language, his culture and the corresponding language community. The integrative motivation is dictated by the desire of a person to become a part of a foreign-language environment and to immerse himself in its culture for free, fluent and spontaneous communication with native speakers. The instrumental one is related to practical goals or pragmatic attitudes, e.g. a person's desire to master a

foreign language for his/her promotion at their workplace, higher salary, status in society [8-9].

It is worth mentioning the detailed classification of motivation suggested by Z. Dörnyei. It consists of the following elements: a person in the context of learning a foreign language. The process of language learning is analysed through a dynamic perspective. There is a need for both focusing on the learning process in the group and on the social and personal aspects of the students.

A motivating system of self-image in the context of foreign language learning. In this approach, learning includes three different levels: (1) the ideal "Self" (the student has an intrinsic need for personal aspirations, a desire to learn a foreign language, the main element of this level is an individual's understanding of his or her ideal language abilities and level of language proficiency in the future), (2) the "Self that should be" (characteristics that a person should have to possess in order to avoid negative learning outcomes and meet the expectations of others), and (3) his or her own learning experience is linked to the environment and learning environment.

According to Zoltán Dörnyei the motivation includes three different levels:

a) *Language level* includes language and community, cultural and intellectual values

b) *Student level* includes the student's personal qualities and cognitive processes.

c) *Learning situation level* focuses on academic programs (AP), teaching methods, learning materials, teachers, course and group [10-12].

On the grounds of the above theoretic work materials, we are presenting the following methods of positive motivation formation for foreign language learning used by teachers of Togliatti State University (TSU).

TABLE II. METHODS OF THE MOTIVATION INCREASING

Stage of learning activities by discipline	The methods for the motivation increasing	Example of usage in TSU
1. Preparatory Designing	The Identification of topical themes for discussion and hierarchy of group needs in accordance with the age peculiarities of students and their degree programme, the development and replication of teaching and learning materials. The selection of methods according to ERG theory	The analysis of the curriculum of the bachelor's degree programme, the preparation of the AP and the set of assessment tools (SAT) for the disciplines "Foreign language", "Professional foreign language" in accordance with the level of language competence of the subgroup and its degree program
2. Start of training activities	The discussion with students of the lesson goals and objectives and the discipline as a whole, the forms of reporting on classroom and independent work, the formation of the bonus	On an educational portal to the beginning of a term, the lesson planning for all terms is loaded and the point-rating system (PRS) of assessment for every

	scheme and encouragement system for the discipline. The methods have been selected in accordance with Expectancy theory by Victor Vroom and Lock's theory of goal setting	lesson and for a term is presented
3. Lesson.	Harmonious combination of individual and team work methods in the organization of the educational process, audiovisual media and game technologies for the development of lexical and grammatical structures. The selection of methods according to XYZ - McGregor's and Ouchi's theory	The using of SAT materials for discipline, development of own methodical materials in Quizlet and Kahoot systems
3.1. Flipped classroom	The students learn basic concepts related to the new theme before the lesson starts (either working alone or in groups with peers), using digital teaching materials prepared by the teacher. The lesson is used to apply new knowledge in problem situations. The action script 1: 1) LearningApps/Quizizz as a self-assessment test (is made at home) 2) Map making "mind map", working on a worksheet, creation of infographics/poster/animation (classroom activities) 3) Kahoot/Plickers/Quizizz (classroom activities) The action script 2: 1) Viewing the video/acquaintance with the unit of the course book (is made at home) 2) LearningApps a self-assessment test (is made at home) 3) Map making "mind map", working on the worksheet, creating infographics/poster/animation (classroom activities) 4) Kahoot/Plickers/Quizizz (classroom activities)	Can be used by teachers in training activities on the lessons "Foreign language-3,4", "Professional English language-1,2 at the different levels (Elementary, Pre-Intermediate, Intermediate, Upper-Intermediate, Advanced).
3.2 Task-based training	When learning a new theme, the students take several tasks at a run, these tasks vary from easier to more complex. The students use digital learning materials, a course book or the Internet for the task solution. When the tasks offered by the teacher are completed, the students work in pairs to create a task on a given topic (both simple and complex) and offer it to other groups. The following online services are recommended: - Kahoot - Quizizz - LearningApps	The preparation of tasks for applicants as part of career guidance and promotion of foreign language learning among future professionals (the development of Enblizzardgames by employees of the Theory and Practice of Translation Department)

	- QR codes - Google Form - Plickers	
4. Joint research activities and creative events	Appropriate combination of alone working and corporate training methods when organizing students' foreign language activities out of school to form a positive motivation for self-study of a foreign language. The selection of methods according to XYZ McGregor's and Ouchi's theory, Lock's theory of goal setting and Adams' theory of equality	The development of provisions on the subject Olympiad (academic skills competition) on "Professional English language" and criteria for evaluation of performances at the "Student Days of Science of TSU", publication in the article collections of conferences
5. Reflexive stage	The discussion of the results of individual and group learning activities in the classroom and as a result of midterm and final testing. The selection of methods in accordance with Lock's theory of goal setting and Adams' theory of equality	The applying of the SAT materials of the discipline on midterm and final academic assessment in the TOEIC format, the system of the PRS on the educational portal, annual ranking of student groups in accord with the acquired language competence on the basis of the final assessment of the PRS

III. RESULTS AND DISCUSSION

The Students of Togliatti State University (Institute of Mechanical Engineering (IME), Institute of Mathematics and Physics and Information Technology (IMPIT), Institute of Electrical and Power Engineering (IEPE)) were involved in the experiment. The experiment consisted in introduction of various methods according to the selected stages.

All authors of the article take part in the preparatory stage. When developing academic programs and teaching materials, they try to take into account the general needs of the modern labor market, the requirements for the formation of competencies outlined in State Educational Standards and curricula, the level of language training of groups (depending on this, 4-5 levels of training), and degree program. The academic programs are aimed at the formation of foreign language competence of the future bachelors of Engineering degree programs. The main stimulating component for the students is the PRS, which can serve as a part of the learning motivation.

However, the students should be constantly motivated both at the Reflexive stage and during classes (the "Lesson" stage). Modern approaches and methods of teaching (interactive methods, use of online services, project activities) are very good tools for motivation.

The experiment was conducted in 8 groups of students from different institutes. Each institute has one exposure and one control group. Both control and exposure groups included students of Pre-Intermediate level (IME - 139 people, IMPIT - 68, IEPE - 66). Each teacher worked with two exposure groups, different methods to increase motivation were intensively used, and the results of this working were compared with control groups, in which traditional training was conducted (control groups). The groups with different levels of language training (2 groups -

Elementary level, 3 groups - Pre-Intermediate level, 3 groups - Low-Intermediate level) were chosen for the experiment. Quantitatively, the experiment has covered more than 270 students of Engineering degree programs for 3 years. At the same time, after the first month of study of the academic year, groups with a low percentage of attendance (40-50%) these groups were identified as the groups with the least interest in the discipline. Such groups became exposure. New technologies were tested in these groups. At the end of the academic year, the methodological efficiency of methodical methods implementation was assessed. Efficiency was evaluated in terms of attendance increasing and comparing the number of students' transition to a new level. The tables 3-6 present the results of the experiment during the study period (2 academic years).

TABLE III. STATISTICAL DATA ON CONTROL GROUPS OF THE STUDENTS (2016-2017)

Institute	Number of students in the control group	% of attendance at the beginning of Oct. 2016	% of attendance in March 2017	Student performance (credit 1)	Student performance (credit 2)	Progressed students
IME	48	73%	76%	86%	90%	13%
IMPIT	24	85%	85%	95%	95%	50%
IEPE	22	75%	80%	90%	95%	35%

TABLE IV. STATISTICAL DATA ON EXPOSURE GROUPS OF THE STUDENTS (2016-2017)

Institute	Number of students in the control group	% of attendance at the beginning of Oct. 2016	% of attendance in March 2017	Student performance (credit 1)	Student performance (credit 2)	Progressed students
IME	48	46%	70%	83%	90%	21%
IMPIT	24	50%	70%	75%	90%	50%
IEPE	22	45%	65%	80%	95%	40%

TABLE V. STATISTICAL DATA ON CONTROL GROUPS OF THE STUDENTS (2017-2018)

Institute	Number of students in the control group	% of attendance at the beginning of Oct. 2017	% of attendance in March 2018	Student performance (credit 1)	Student performance (credit 2)	Progressed students
IME	46	80%	80%	86%	90%	30%
IMPIT	21	90%	90%	95%	95%	45%
IEPE	20	80%	85%	90%	95%	40%

TABLE VI. STATISTICAL DATA ON EXPOSURE GROUPS OF THE STUDENTS (2017-2018)

Institute	Number of students in the control group	% of attendance at the beginning of Oct. 2017	% of attendance in March 2018	Student performance (credit 1)	Student performance (credit 2)	Progressed students
IME	46	50%	66%	83%	93%	30%
IMPIT	21	60%	75%	75%	95%	35%
IEPE	20	50%	70%	80%	85%	30%

Thus, after implementation of methods to increase student's motivation, there is a noticeable increase in the performance indicators in the exposure group of Institute of Mechanical Engineering (attendance has raised by 16%, progress - by 10%), Institute of Mathematics, Physics and Information Technology (attendance - by 15%, progress - by 20%), Institute of Electrical and Power Engineering (attendance - by 20%, progress - by 5%). As a result, the percentage of transition to a new level in the exposure groups was higher than the percentage of transition to a new level in the control groups.

The main form of work in the exposure groups was teamwork.

At the "Lesson" stage, the teachers of the department actively introduced the technology of cooperative work to the students, the flipped classroom.

At lessons working with a subject-oriented cooperative learning promotes considerable achievement of successful course content learning. The most convenient and well-known form of teamwork reproduction at subject-oriented text translation classes is translation in a team. However, the technology of collaborative learning can be applied not only in the classes dedicated to the team translation but also for grammatical and lexical aspects learning. When working on the grammatical aspects of translation, group work can be used at generalized lessons. Teams can get the following tasks:

- find in the subject-oriented text sentences in the passive voice, translate them using known variants;
- write out of the subject-oriented text sentences containing verbals and translate them;
- highlight in the subject-oriented text sentences that have modal verbs and translate them;
- write in two different columns the compound and complex sentences, define the way of connection, translate them.

When performing such tasks in a group, it is better to introduce a time limit (a certain time specified by the teacher or deadline when one of the teams can cope with the task), it will allow students to develop skills of work distribution in the team (to accelerate the achievement of the activity result). After studying all the grammatical aspects of the subject-oriented text translating from English into Russian, you can propose a more complex task that involves the formation of analytic and evaluation skills: according to

the field of study analyze the grammatical structures in the subject-oriented text, write down all known grammatical structures in the text; exchange the completed tasks with the other team, check the results of the other team work, evaluate its work and yours.

Group tasks may also involve the work with Internet resources, and students are given the task to find any grammatical phenomena on the Internet. In this case, either quantitative (to find a certain number of sentences for each team) or temporal limitation of work (to find some grammatical phenomena in a certain period of time) is introduced, using these forms of work in the class it is also effective to check each other's groups. Such exercises can also be given by the instructor for individual performance, but in a group the effectiveness is always higher. In addition, the "super-tasks" of forming team working, discussion, analysis, evaluation, etc. skills are solved.

When studying lexical aspects of English in the professional field, corporate training can be organized by studying terminology. First, teams are given the task of searching terms in the subject-oriented text or on the Internet according to the field of study. Here a time or quantitative restriction is introduced. Then students should compose tasks with the terms found for the other team (written sentences with missing terms and their indication in the list for selection according to the context; exercise to find equivalents of English and Russian terms with their presentation in different order in two columns - to connect the correspondence correctly), exchange tasks between subgroups. While performing such tasks, students not only learn the terminology found according to the field of their study, but also learn to translate terms carefully, which will be especially important in team translation (where it is necessary to preserve the unity of terminology used in the entire text translated by several people).

The final link in the application of the cooperative learning technology with students of non-language fields of study is the team translation, which will be carried out in two stages: the translation of fragments of the subject-oriented text, independently divided by the students, by individual participants of the team, and editing of the translation by all members of a single team. Such work requires all the teamwork skills that have been developed in previous sessions to study various aspects of special text translation. In addition, for teamwork, it is possible to offer texts - puzzles (cut into parts), which should be collected.

Thus, it is possible to trace the consistent introduction of the cooperative learning technology to the study of various working aspects with subject-oriented text according to the field of study, which contributes to the step by step formation of the ability to work in a team.

In addition, worksheets with the use of online services and digital technologies were created to develop lexical-grammatical structures in order to increase interest and motivation through an attractive form of working with language units on the Internet.

An example of the flipped classroom is given below:




Topic: «CONDITIONALS»



Level: Intermediate

Subjects: «English for general purposes», «English for professional purposes»

Instruction for working with the worksheet

- Read all the tasks attentively. Do the tasks step by step.
- Check your answers yourself by using QR codes.

<p>Type 0 Conditionals 1. Match the halves 1) If I miss the bus 2) If she doesn't succeed in carrying out negotiations 3) If you touch fire 4) If people study 5) If it rains a) they pass their exams easily b) your hands get burned c) I get late for work d) I feel depressed e) her boss gets irritated</p>	 <p>Please use the QR code to check yourselves.</p>
<p>2. How are Type 0 Conditionals formed? Check yourself by following the link: http://bit.ly/2pkwVms or use the QR code given opposite Ex.2.</p>	
<p>3. Put the verbs in brackets in the correct form. 1) If she _____ (begin) complaining about her problems, everybody _____ (get) bored. 2) He always _____ (call) the police, if he _____ (see) strangers near his house. 3) If Amanda _____ (keep) to a diet, she _____ (become) slim. 4) If people _____ (quarrel), they often _____ (get) divorced. 5) I _____ the plane if I _____ (go out) _____ late. 6) If he _____ (not / break) the law, the police _____ (not / put) him into prison. 7) If people _____ (not / have) money, they _____ (not / hold) any exhibitions. 8) If it _____ (be) dark, we _____ (turn on) the light.</p>	 <p>Please use the QR code to check yourselves.</p>

<p>4. Please follow the link below to access some more practice on Kahoot: https://create.kahoot.it/details/zero-conditionals/80e1cebd-36eb-4b1c-9588-4b1729e33c4a or use the QR code given opposite Ex. 4.</p>	
<p>Type 1 Conditionals 5. Match the halves. 1) If the CEO does not come to the meeting 2) If they accept George 3) If we start now 4) If Mark is arriving on Saturday 5) I will take my umbrella a) he will be studying in Oxford next year. b) we will book the restaurant for Sunday. c) in case it rains. d) we will cancel it. e) we will have finished writing our article next month.</p>	 <p>Please use the QR code to check yourselves.</p>

The example of the task in the career guidance event «Enblizzardgames»:

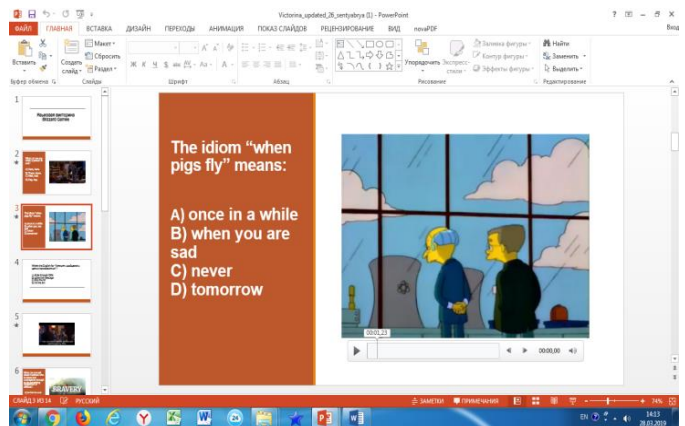


Fig. 1. Enblizzardgames

Finally, at the stage "Joint research and development activities and creative activities", the project work (PW) was carried out in teams in order to increase the motivation of students to study a foreign language independently. The projects provide an opportunity to involve students in real international communication. The most topical and interesting topics are selected for the projects.

Thus, for example, when learning the topic "Work. Office», the project "Business Etiquette and Dress code in different countries" can be organized. Work on this project includes the following steps:

1. Organizational stage.

As part of the discipline "Professional English 1", students are introduced to the basics of a business etiquette based on foreign language texts on the Internet. Within the experiment, the theme "dress code can be chosen by students for realization of project activity.

2. Implementation of the project.

Students are divided into groups. Each one will go in its own direction studying the topic. Some participants may consider social aspects, scope of activities, others may be interested in the type of clothing and its impact on productivity, and another part of the team will explore international requirements and standards.

English teachers and their students discuss intermediate results and correct lexical and grammar mistakes. At the same time, the vocabulary size continues to improve and expand. An important condition for effective work on the project is the creation of a friendly environment that is conducive to communication and allows students to feel a sense of success.

Recommended sites for students:

- <http://worldle.net> (Students share their opinion creatively)
- <http://edvoicethread.com> (Запись голосов с помощью аудио, видео, текста, картинок.)
- <http://gcast.com> (Возможность он-лайн подкаста, записи голоса.)
- <http://kerpoof.com> (Возможность создавать истории, мини-видео сюжеты.)
- <http://zoho.com> (Инструменты для сбора и хранения данных.)
- <http://gcast.com> (Студенты могут создавать подкасты.)

3. Presentation.

At the third stage of the project activities (presentation stage) students work on the technical implementation of the project. The use of IT gives the project more dynamism. Students improve their computer skills, master the use of electronic versions of English-Russian and Russian-English dictionaries, skills of using graphic editors, etc.

Thus, the PR engages students in solving real life issues and promotes the development of student autonomy. Project activities are contrary to traditional methods and techniques, where the central figure is the teacher. In PW, English becomes a medium, not a final goal. This method requires constant readiness and desire for changes if it is necessary to develop and improve the learning process.

In conclusion, it should be noted that motivation is a set of systemic actions of an inducement nature aimed at creating interest in the in-depth study of a certain material or aspect, focus on the result, self-actualization and self-education. First of all the teacher must perform the function of a powerful motivational tool. Mutually respectful

relationships with students should be established in the classroom. However, encouragement should be continuous in order to reward students for their efforts throughout the learning process. In a supportive and friendly atmosphere, with the establishment of a relationship of trust in which the teacher has a role as facilitator, students' motivation to learn a foreign language will be greatly enhanced. The teacher should have the necessary professional competences and thus organize the training of his or her discipline in order to start the process of formation of positive motivation for learning a foreign language. Achieving this task is possible only through a thorough analysis of the curriculum of the training area, the design of the content of educational material taking into account the age characteristics and foreign language competence of the group, competent organization of cognitive activities of the student during classroom lessons and independently with the involvement of individual and collective work forms. The use of modern computer technologies in the educational process and methodologically well-structured system of feedback and reflection will ensure the formation of positive motivation

IV. CONCLUSION

In conclusion, it should be noted that motivation is a set of systemic actions of an inducement nature aimed at creating interest in the in-depth study of a certain material or aspect, focus on the result, self-actualization and self-education. First of all the teacher must perform the function of a powerful motivational tool. Mutually respectful relationships with students should be established in the classroom. However, encouragement should be continuous in order to reward students for their efforts throughout the learning process. In a supportive and friendly atmosphere, with the establishment of a relationship of trust in which the teacher has a role as facilitator, students' motivation to learn a foreign language will be greatly enhanced. The teacher should have the necessary professional competences and thus organize the training of his or her discipline in order to start the process of formation of positive motivation for learning a foreign language. Achieving this task is possible only through a thorough analysis of the curriculum of the training area, the design of the content of educational material taking into account the age characteristics and foreign language competence of the group, competent organization of cognitive activities of the student during classroom lessons and independently with the involvement of individual and collective work forms. The use of modern computer technologies in the educational process and methodologically well-structured system of feedback and reflection will ensure the formation of positive motivation.

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