

METHODS OF FORMING MOTIVATION FOR LEARNING A FOREIGN LANGUAGE

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ANNOTATION

The article discusses the ways and methods of forming a positive stable motivation for learning a foreign language.

Key words: *motivation to study, educational activity, content of educational material, development of mental functions, organization of educational activity.*

Currently, there is a sufficient number of studies in the psychology and methods of teaching foreign languages, allowing them to be used in further searches for a solution to the problem and to implement a value-based approach in considering ways and methods of forming a positive stable motivation for learning activities. The content of the educational material plays an important role in motivating learning. Not every educational material can have a motivational influence, but only one whose information content corresponds to the current and newly emerging needs of the student.

When developing thematic plans, plans for individual lessons, when selecting educational and illustrative material, the teacher must always take into account the nature of the needs of his students, know the current level of these needs and their possible development, so that the content of the educational material meets the existing needs of the students and to the greatest extent promotes the emergence and development of new needs necessary for further educational activity. For this, the content of the educational material should be fully accessible to students, should proceed from the knowledge they have and rely on it and their life experience, but at the same time, the material should be quite difficult and complex.

If the content of the educational material does not require students to work on its comprehension and assimilation, then such educational material will not satisfy, in particular, the needs of students for the constant development of mental functions (memory, thinking, imagination), will not develop vivid emotions in students (positive and negative) and, therefore, will not satisfy the need for emotional saturation, therefore, light, low-content educational material will not contribute to the emergence and development of new needs. It is also necessary to take into account the possibilities of students in the assimilation of scientific concepts. But now the possibilities of students in mastering the foundations of modern scientific thought, the scientific picture of the world are still not fully used. The content of training, focused on the formation of a scientific and theoretical style of thinking, dialectical generalization of knowledge, contributes to the formation of positive motivation among students, aimed at mastering the scientific picture of the world, at mastering general methods of scientific knowledge, general methods of action for such knowledge.

So, the content of each lesson, each topic should be deeply motivated, however, not with the help of creating momentary soon passing interests or references to practical significance in future life, but mainly by the fact that this content should be aimed at solving serious problems of scientific and theoretical knowledge phenomena and objects of the surrounding world, to master the methods of such cognition. Only in this case, students will have a prospect for further study, the basis will be created for the formation of meaningful motives for educational activities.

The organization of educational activities is the next step towards the formation of motivation. The content of the educational material is assimilated by students in the process of educational activity. From what

this activity is, what parts (individual educational actions) it consists of, how these parts relate to each other, that is, what is the structure of educational activity - the result of training, its developmental role, largely depends on all this. The success of educational activities also depends on what it is aimed at, what goals the students set for themselves, Are these goals aimed at mastering educational material, where the process of cognition is an independent goal, or are educational activities for them only a means to achieve goals that are not related to the content of learning.

The attitude of students to their own activities is largely determined by how the teacher organizes their learning activities, what is its structure and nature. The study of each independent stage or topic of the curriculum should consist of the following three main stages: motivational, operational-cognitive and reflexive-evaluative. The motivational stage helps students understand why and for what they need to study this section of the program. What exactly they will have to study and master, what is the main educational task of the upcoming work. The motivational stage usually consists of the following training activities:

1) Creation of an educational-problematic situation that introduces students to the subject of study of the upcoming topic (section) of the program. An educational problem situation can be created by a teacher in different ways:

a) setting a task for students, the solution of which is possible only on the basis of studying this topic;
b) a teacher's conversation about theoretical and practical significance of the upcoming topic (section) of the program.

2) Formulation of the main educational task. The discussion of the main contradiction (problem) in the created educational problem situation ends with the formulation of the main educational problem, which must be solved in the process of studying this topic (section) of the program. The formulation of the main educational task is usually carried out by the teacher as a result of the discussion of the problem situation. The learning task shows students the reference point towards which they should direct their activities in the process of studying a given topic.

Thus, the educational task creates the basis for each student to set certain goals for himself, aimed at studying the educational material. 3) Self-control and self-assessment of the possibilities of the forthcoming activity on the study of this topic.

After the main educational task is formulated, understood and accepted by the students, they outline and discuss a plan for the future work. The teacher reports the time allotted for the study of the topic, reports what you need to know and be able to study the topic. At this stage, an analysis of the existing knowledge and material acquired, the remaining gaps and what needs to be studied in the next stage can be carried out. This discussion ends with the fact that individual learners give self-assessment of their ability to study the topic, indicate what material they will repeat and what else they will do to prepare for the upcoming lessons.

At the operational-cognitive stage, students master the content of the topic (section) of the program and master the educational actions and operations included in its content. The role of this stage in the development of motivation for learning activities depends mainly on the whether it will be clear to students the need for all content and its individual parts, all educational actions and operations for solving the main educational task posed at the motivational stage. The reflexive-evaluative stage is the final one in the process of studying the topic, when students learn to reflect (analyze) their own educational activity, evaluate it, comparing the results of the activity with the main and particular educational tasks (goals). The high-quality implementation of this stage is of great importance in the development of motivation for educational activities.

The work on summing up the study of the passed section (topic) must be organized so that students can experience a sense of emotional satisfaction from what they have done, the joy of victory over overcome difficulties, the pleasure of learning new and interesting material. Thus, students will develop an orientation towards experiencing such feelings in the future, which will lead to the emergence of a need for creativity, cognition, persistent independent study, i.e., to the emergence of a positive stable motivation for learning activity. The organization of this stage should be carried out so that students can review the path of knowledge they have traveled, highlight the most significant milestones and roads in it, evaluate them from the point of view of future learning objectives. It is advisable to use not the same constant method of summing up the results, for example, oral questioning and test work, but a variety of methods and techniques that make it possible for students to show independence and initiative.

Let us consider the influence of collective forms of learning activity on the motivation of learning. Various forms of collective activity of students play a significant role in the development of motivation for learning, which is explained by several circumstances. The inclusion of all students in active educational work is of great importance, for only in the process of activity can the necessary motivation be formed. The use of group forms of education draws in even "deaf" students, since, once in a group of graduate students who collectively perform a certain task, the student cannot refuse to do his part of the work, otherwise he will be criticized by his comrades, and he, as a rule, will be criticized by their opinion and respect. values, often even more than the opinion of the teacher. In addition, working in a micro-collective, each of its members tries to be no worse than others, a healthy competition arises, which contributes to the intensification of educational work, gives it emotional attractiveness, which also plays a role in the formation of appropriate motivation.

When a student, working collectively in a group, being in close communication with them, observes, what great interest his comrades have in his activities, what value this work is for them, he himself begins to appreciate it, begins to understand that educational work can be significant in itself. And this contributes to the inclusion of the student in active educational work, which gradually becomes his need and acquires a recognized value for him, which leads to the motivation of learning. For the formation of a stable positive motivation for educational activity, it is very important that each student feel like a subject of the educational process.

This can be facilitated by the personality-role form of organizing the educational process. Given the form of organization, each student plays a certain role in the learning process, which contributes to the formation of motivation for this activity. Thus, various forms of collective work make it possible to differentiate educational activities for different categories of students, to differentiate tasks so as to make them feasible for each student, which in turn is important for the development of motivation for learning.

Assessment is of great importance in the formation and formation of a positive stable motivation for educational activity. It is important that, mainly in the assessment of the student's work, there is a qualitative analysis of this work, emphasizing all the positive aspects, progress in mastering the educational material and identifying the causes of the existing shortcomings, and not just stating them. This qualitative analysis should be aimed at the formation of students' adequate self-assessment of work, its reflection. The point assessment should take a secondary place in the assessment activity of the teacher.

So, we examined different ways of forming a positive stable motivation for the learning activity of students. For the development of such motivation, one should use not one path, but all paths in a certain system, in a complex, because not one of them, by itself, without others, can play a decisive role in the formation of the motivation of all students.

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