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THE ROLE OF MOTIVATION IN FOREIGN LANGUAGE TEACHING AND WAYS OF INCREASING IT THROUGH FLIPPED CLASSROOM ACTIVITIES

***Annotation.** This article deals with the theoretical foundations of the role of giving motivation to students in teaching English to 8th grade students. The motivation is growing in popularity in foreign language education. As such, instructors are experiencing various growing pains in functionalizing this model, from justifying the approach to managing time inside and outside of class to assessing impact on learning. This article focuses on some key theories that support the flipped model and motivation and translates those key theories into practice across core aspects of giving motivation: pre-class preparation, in-class activities, after-class activities and assessment of student learning. The authors try to analyze the impact of motivation classroom model on academic achievement and explore its potential benefits in enhancing student learning outcomes. The study is grounded in the theoretical framework of constructivism and active learning.*

Keywords: motivation; flipped classroom; pre-class preparation; in-class activity; students; engagement; critical thinking; constructivism; collaborative activity.

Introduction

The motivation model is based on the idea that traditional teaching is inverted in the sense that what is normally done in class is flipped or switched with that which is normally done by the students out of class. Thus, instead of students listening to a lecture in class and then going home to work on a set of assigned problems, they read course literature and assimilate lecture material through video at home and engage in teacher-guided problem-solving, analysis and discussions in class. Proponents of flipped classroom list numerous advantages of inverting teaching and learning in higher education according to the flipped classroom model: it allows students to learn in their own pace, it encourages students to actively engage with lecture material, it frees up actual class time for more effective, creative and active learning activities, teachers receive expanded opportunities to interact with and to assess students' learning, and students take control and responsibility for their learning[1].

Materials and types of research

In pedagogical theory and practice, extensive experience has been accumulated in researching the motivation problem of an individual approach to students. There are well-known studies in the field of preventing the students' failure (P.P. Blonsky, J.C.



Slavina, A.P. Budarny); increasing cognitive activity and independence of students (E.S. Rabunsky, I.E. Unt)[2]; organization of frontal, group and individual work (V.I.Zagvyazinsky, T.M. Nikolaeva, I.M. Cheredov)[3]. Various aspects of the individual approach are highlighted in the works of domestic and foreign teachers and psychologists (M.K. Akimov, V.T. Kozlova, A.A. Kirsanov, I.M. Osmolovskaya, I.E. Unt, N.M. Shakhmaev, I.S. Yakimanskaya[4]).

Among foreign scientists, the most significant contribution to the study of the motivation was made by American scientists N. Babing and M. Berge, D.V. Johnson and R.T. Johnson, V. Shreider, L.E. Tyler[5], as well as representatives of the German school N. Klein, W. Wagner and others. In their works, they analyze the prerequisites for individualization in school education (Babing and M. Berge, W. Wagner), consider the application of an individual approach to gifted children (D.V. Johnson and R.T. Johnson), reveal its dependence on the emotional needs and changing cognitive interests of students (V. Shreider)[6], study the features of the differentiation process based on the unity of education and upbringing.

In general, the analysis of psychological and pedagogical research allows us to identify the following trends in the implementation of an individual approach to students in the practice of modern schools:

- a rising motivation is more often used to help underachieving students and equalize their academic performance to the level of the main part of students;
- a motivation is mainly considered as taking into account the individual characteristics of students and "adapting" to them training and upbringing;
- an increased learning outcome implemented most often in the form of episodic influences on students;
- focusing on students in most cases is based on the primary experience and intuition of teachers. But this is clearly not enough, because the teacher often sees a strong, average or weak student in terms of learning, not realizing the individual way of thinking, the way of perception, character traits and other characteristics of students.

If the same teacher teaches fifty students, why are all students not able to score well? Why are all students not able to speak up in class? The only answer is the different learning abilities of each student. Some students quickly grasp some students take time. Some students are confident, some are not. Individualized teaching is the solution to all of these. If your student is a quick grasper you can encourage them to set higher goals. If your student lacks interest in the study, you can adopt other methods to make the subject interesting to them. Each student has the ability to succeed, provided the teacher knows the learning ability of the student. Individualized teaching helps to understand the student and their learning ability[7].

High-quality interaction between student and tutor. This is one of the best benefits of individualized teaching. Interaction is very important to know the student. You can ask study-oriented questions to students, the teacher can check the progress of the tasks, and you can track their results in individualized teaching.

Research questions

In individualized teaching as per their report, a teacher can tweak their teaching strategy. If your student was a slow learner but now has picked up the pace you can encourage them to achieve more. If your student is not getting good results you can



figure out the problem. This quality interaction makes the learning highly personalized and customized. In one-on-one teaching, the teacher can play the role of an accountability partner. This will encourage students to finish their homework and enjoy learning. Students can ask questions to the teacher conveniently and take advice. The teacher actively responds to their question and help them figure out the solution.

Teachers build confidence in students. Students feel important and hence are easily able to speak up about their problems in one-on-one learning. Confidence is a supremely important life skill. In individualized teaching, students not only learn about their course matters but also get to learn life skills. Students feel heard and hence are able to ask questions that might be bothering them while studying.

The teacher can initiate any conversation that will make students interested and push them to speak up. Some students are not able to ask questions in the group. This might be due to anxiety or fear of failure [8]. Flipped classroom makes learning stress-free and tailored. The environment encourages students to make mistakes and overcome their fears. The teacher reinforces their skills.

Accelerate the possibility of students' success. Individualized teaching minimizes the chances of students being distracted, skipping the course, and falling behind. Students cannot copy from their peers just for the sake of completing work. Individual attention help teacher figures out the shortcoming of student and works on them collectively.

The dedication of the teacher to the student is the maximum in individualized teaching. This makes the learning process interesting.

Teachers prefer to find educational material on the Internet in electronic form, as it allows (table 1):

Table 1. Opportunities and the possibilities of flipped classroom for creating a modern lesson

	Opportunities of flipped classroom for teachers	The possibilities of flipped classroom for creating a modern lesson
1	improving their knowledge through motivaion strategy;	A teacher can replenish his or her methodological base
2	finding educational material on the Internet for the preparation and conducting lessons;	study the experience of other teachers and use their recommendations and developments in own lessons;
3	getting information about the latest pedagogical findings	print their personal lesson plans, articles, and innovative ideas on Internet sites



4	sending their methodological developments;	allows teachers to make lessons more interesting and dynamic, includes in the process of perception not only vision, but also hearing, emotions, imagination ,
5	teaching children and work both in the classroom and outside the classroom individually and in groups, in pairs	facilitates the process of memorizing the material being studied by students

[a table is created by authors]

According to the Center for the Sociology of Education of the Kazakhstan, Kazakhstani teachers strive to use the capabilities of modern motivation tools: many teachers create their own data banks on their subject (47%), according to teaching methods (39%), offer homework that requires the use of computers (65%), and keep pedagogical diaries on the Internet (23%).

The practice of working at school has shown that the use of motivation tools in the organization of the biology teaching process allows solving a number of tasks of different orientation: increasing visibility, improving the effectiveness of the learning process, developing creative abilities, stimulating learning motivation, developing cognitive interest, self-education and individualization of learning, identifying gaps in students' knowledge [6].

Interactive illustrations are used to increase visibility – 3D models of biomolecules, living organisms, interactive animated biological processes. The computer modeling method is an excellent way to visually study a range of topics from molecular biology to evolution and can be a safe and effective form of introducing students to laboratory work.

To solve these problems, we can use:

1. Scientifically reliable 3D models and animations from Visual Science, which are engaged in visualization, education and communication in the field of science, pharmaceuticals, medicine and other high-tech fields requiring scientific expertise.

2. The program of the Massachusetts Institute of Technology (MIT)

Software Tools for Academics and Researchers (STAR), aimed at bridging the gap between scientific research and the classroom, because understanding and applying various research methods can be complicated due to lack of time and the need for advanced equipment. STAR contains components and modules of educational programs that facilitate the use of their educational resources in various educational institutions.

3. VirtualLab and PhET virtual laboratories, representing educational interactive laboratory work that allows students to conduct virtual experiments in natural science disciplines.



Research results

One of the survey questions is aimed at determining the value of multimedia teaching tools in the process of teaching biology. University teachers showed the values of using motivation tools (figure 1):

- development of educational motivation and interest in the subject-42%;
- formation and development of knowledge in English -25%;
- development of universal educational activities-20%;
- helps teachers to see students in an unconventional form of education-8%.

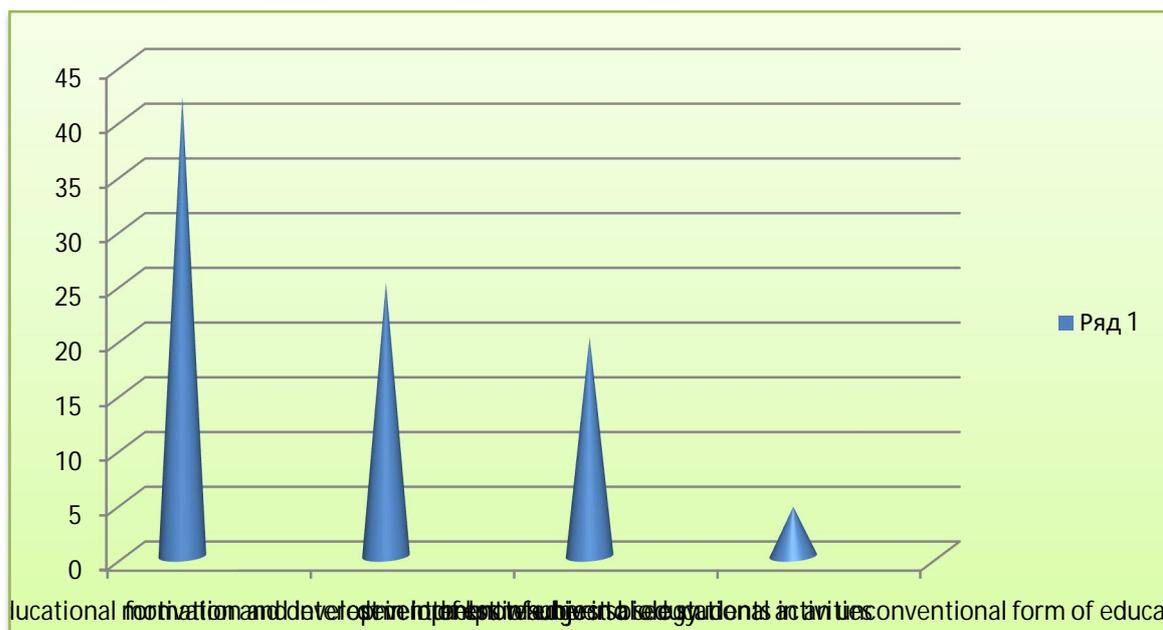


Figure 1: Teachers' answers towards the value of motivation tools in the process of teaching English

All these resources allow us to diversify the learning process, make it more visual. In addition, the use of such motivation tools help students to get much more opportunities for independent study of the material, organizing research activities in the form of laboratory work in combination with a computer at home and a real experiment at school, planning and analyzing those experiments that are not feasible in real life in school laboratories, but are possible in virtual reality. In addition, do not forget about the expediency of using motivation for the development of students' personality and their preparation for independent production activities in the conditions of modern information society.

At the same time, the observations and experience of teachers show that students, having a certain vocabulary and the ability to use grammar knowledge in practice, overcoming the language barrier, do not always understand each other. The interlocutors use phrases, necessary replicas to exchange information, but mutual understanding is not achieved as a result.



It should be noted that the reasons may be diverse, but first of all it is a low level of socio-cultural competence. Accordingly, special attention should be paid to the formation of the ability to participate in intercultural communication through the use of socio-cultural knowledge, and this is the study and study of peoples living in native-speaking countries, so it is on the territory of their native land, their traditions, famous and illustrious people, etc. It should be noted that not just the transfer of knowledge, but research activity in this area contributes to the emergence of interest in learning a foreign language, and also contributes to the formation of socio-cultural competence.

Conclusion

There are many methodologists who have studied this phenomenon. Having studied different opinions and analyzed the points of view of some methodologists, we note that flipped classroom is interpreted in different ways. Some methodologists assume that this is the ability of people to live in one society without disagreements; others believe that this is the ability to take part in a foreign culture; others think that these are rules and examples of behavior based on the concepts of diversity of thinking and recognition of cultural processes.

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ШЕТ ТІЛІН ОҚЫТУДАҒЫ МОТИВАЦИЯНЫҢ РӨЛІ ЖӘНЕ ОНЫ ТӨҢКЕРІЛГЕН СЫНЫП ӘДІСІ АРҚЫЛЫ АРТТЫРУ ЖОЛДАРЫ

Аннотация. Бұл мақалада 8-сынып оқушыларының ағылшын тілін оқытудағы оқушылардың мотивация рөлінің теориялық негіздері қарастырылады. Мотивация шет тілдерін оқытуда танымал бола бастады. Осылайша, оқытушылар бұл модельді тәжірибеге енгізуде әртүрлі қиындықтарға тап болады - сыныптағы және одан тыс уақыттағы уақытты басқару тәсілін негіздеуден бастап оқу



процесіне әсерін бағалауға дейін. Бұл мақала төңкерілген сынып әдісін және мотивацияны қолдайтын кейбір негізгі теорияларды қарастырады және осы негізгі теорияларды мотивацияның негізгі аспектілерінде тәжірибеге енгізеді: сабаққа дейінгі дайындық, сынып алды жұмыстар, сыныптан тыс жұмыстар және оқушылардың үлгерімін бағалау. Авторлар сыныптағы мотивациялық оқыту моделінің академиялық жетістіктерге әсерін талдауға және оқушылардың оқу нәтижелерін жақсарту үшін оның әлеуетті артықшылықтарын зерттеуге тырысады. Зерттеу конструктивизм мен белсенді оқытудың теориялық негіздеріне негізделген.

Кілт сөздер: мотивация; төңкерілген сынып; сынып алдындағы дайындық; ішкі оқу қызметі; оқушылардың қатысуы; сыни ойлау; конструктивизм; бірлескен қызмет.

Кисметова Г.Н., Амирханова М.Н.
РОЛЬ МОТИВАЦИИ В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ И
СПОСОБЫ ЕЕ ПОВЫШЕНИЯ С ПОМОЩЬЮ МЕТОДА
ПЕРЕВЕРНУТОГО КЛАССА

Аннотация. В данной статье рассматриваются теоретические основы роли мотивации учащихся в обучении английскому языку учащихся 8-х классов. Мотивация становится все более популярной в обучении иностранным языкам. Таким образом, преподаватели сталкиваются с различными трудностями при внедрении этой модели в практику - от обоснования подхода к управлению временем в классе и за его пределами до оценки влияния на процесс обучения. Эта статья посвящена некоторым ключевым теориям, которые поддерживают перевернутую модель и мотивацию, и воплощает эти ключевые теории на практике в основных аспектах мотивации: предклассной подготовке, занятиях в классе, внеклассных мероприятиях и оценке успеваемости учащихся. Авторы пытаются проанализировать влияние мотивационной модели обучения в классе на академические достижения и изучить ее потенциальные преимущества для улучшения результатов обучения учащихся. Исследование основано на теоретических основах конструктивизма и активного обучения.

Ключевые слова: мотивация; перевернутый класс; предклассная подготовка; внутриучебная деятельность; вовлеченность учащихся; критическое мышление; конструктивизм; совместная деятельность.