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METHODS OF INCREASING MOTIVATION TO LEARN A FOREIGN LANGUAGE FOR HIGH SCHOOL STUDENTS

Annotation. This article deals with the methods of increasing high school students' motivation towards learning a foreign language. There are different recommendations and their explanation on the educational process while learning English language at 10th and 11th grades of the secondary schools. The study emphasizes the role of communicative competence, spontaneous speech, and interactive activities such as role-play. Special attention is given to authentic resources, which contribute to developing students' ability to use English in real-life situations. The article also discusses the psychological aspects of motivation and the impact of ICT tools on language learning. Additionally, it highlights the importance of teacher support, guided practice, and assessment techniques, such as weekly tests, to monitor students' progress. The findings suggest that a communicative approach, combined with diverse teaching methods, significantly boosts students' willingness to participate in discussions, improving their confidence and proficiency in English.

Key words: motivation; monologue; dialogue; role-play; spontaneous speech; authentic resources.

Introduction

Today, one of the key tasks in learning a foreign language is the communicative competence of students, which implies the ability to conduct monologues and dialogues in the target language, maintain conversations, and hold discussions. Many students experience difficulties in forming this competence for a number of reasons. In order to be able to communicate confidently, students need to have a well-developed skill of spontaneous speech. It is one of the most difficult skills to develop because, in addition to linguistic training, spontaneous speech requires a certain psychological attitude towards the skill. However, some students are not motivated enough to engage in communication with other participants in a conversation. Role-playing games help to develop spontaneous speech, during which participants communicate on various everyday topics, deal with every day and social situations, learn to argue their point of view, hold discussions and debates, and interact with other participants. Thanks to the development of spontaneous speech skills, students are more willing to communicate.

The content of foreign language teaching contributes to the realisation of practical goals aimed at the development of students' culture of communication, aspects of which are formed in this process. This involves the formation of language skills (phonetic, grammatical, lexical) and their use in speech activity. The content (structure) of foreign language teaching is determined by practical learning objectives and continuity between learning stages. On this basis, it is important to develop the most effective approach to teaching foreign languages (methodological basis, determining the tactics and strategy of teaching, selection of methods), in other words, to promote the formation of foreign language communicative competence, because the approach to

teaching a foreign language is the theoretical basis underlying the methodology of teaching a foreign language. At present, the most priority in foreign language teaching is the communicative approach, in which the aim of learning is communication and interaction of subjects, exchange of information, experience, knowledge, skills, abilities, as well as the results of activity.

Materials and type of research

Objectives of the study: first, to analyse the aspects of gaining students' motivation towards learning a foreign language, second, to provide practical recommendations on increasing high school students' motivation to learning English; third, to make conclusions of the motivation methods for high school students learning English language.

The study involved 10th grade secondary school students.

Research stages:

1. Preparation of role-play games.

2. Creating the tasks to develop motivation to study English language.

3. Systematization and analysis of results.

Research questions

Here are the research questions:

- What forms of classwork stimulate high school students' motivation towards English language?

- How do these tools influence students' motivation?

Discussion

Recently, English teachers have begun to pay more attention to the development of oral language skills in English lessons at school, which indicates the increasing role of communicative competence. An important task of teaching English to schoolchildren is to increase students' interest in learning the language by forming motivation to master the language [15, p. 108]. For these reasons, role-playing games are an effective tool for applying English in real-life situations.

Role-playing game has great educational opportunities, in particular, it promotes individualisation of learning, gives an opportunity to realise each student, to learn the grammatical side of speech, essential for the formulation of thoughts.

Due to the fact that the game is one of the key types of learning activities of schoolchildren, its learning opportunities are wide and effective. Let us explain this fact by the fact that 'the game acts as a good means of activation of vocabulary, grammar, pronunciation practice, development of oral speech skills, which contributes to boosting and developing the communicative competence of students' [2, c. 54].

Speech exercises develop the ability to respond correctly and quickly to a speech situation. The main distinguishing feature of speech exercises from preparatory training exercises is that the content of a particular utterance is determined by the speaker.

The English teacher should take into account the students' speech skills and abilities in order to build a competent model of modelling the teaching-speech situation. It is recommended to apply various forms of speech communication (monologue, dialogue, discussions), which allow to reveal lexical skills, build sentences taking into account the studied lexico-grammatical material, correspondence to the communicative task.

The game method combines a pedagogical goal with a fun activity for the students, allows to create a positive atmosphere and give the lessons a creative form. Thanks to the game process, speech skills are developed in situations imitating natural situations of communication [6].

In order to motivate high school students to talk and create monologues, various recommendations can be suggested. For example, authentic material can be used in the forms of texts, videos or podcasts that serve two main functions. Firstly, students get examples of real modern English speech where slang, colloquial expressions, neologisms are used – this way their

knowledge becomes up-to-date. Secondly, they express their own opinion about the situations happening in the modern world, show their view of the current problems and tendencies.

High school students need a communicative support from a teacher that means the process of monologue organization has to be planed profoundly. The matter is actually connected to the fact that 'logical and communicative supports increase the mental potential of students in the process of using these supports. These kinds of support play a key role in improving the speech performance of students in high school grades, and the variety in each lesson increases the interest of students, motivating students to create monologue pronunciation' [13, p 104]. In English classes students' horizons are broadened, students develop creative thinking when composing a monologue. Focusing interest on learning goals based on formation of students ' thinking abilities from simple (knowledge, awareness, application) to the highest values (analysis, synthesis, assessment) [11, p. 43].

Motivation methods are closely connected to the psychological development of the students, their age characteristics. It can be pointed out that high school students are adolescents aged 15-18 years old that means that the teacher should take into account the aspects of development of 'thinking, memory, imagination and sensation' [8, p. 430]. Adequate work of these psychological processes when studying and reproducing speech situations at foreign language lessons leads to 'effective memorisation of foreign language vocabulary and promotes active thinking activity' [7, p. 18]. Students develop high skills of speaking, listening, reading, writing and behavioral norms. Thanks to the variety of tasks that stimulate cognitive activity, it is possible to increase the activity of students in the educational process [9, p. 149].

In high school grades adolescents become capable of a more complex analytical and synthetic perception of phenomena and objects. When teaching monologic reasoning it is necessary to use the personal-activity approach, according to which the schoolchild, his goals, motives, and psychological make-up are at the centre of learning [3]. The teacher organises the lesson based on the interests of the student, the level of his/her foreign language skills. In this case, when compiling a methodology for teaching monologic reasoning, it is necessary to focus on the real needs, motives, abilities of the student, his individual psychological characteristics. The tasks should stimulate intellectual and speech activity.

In addition to role-playing, the quality of the learnt material can be monitored through weekly tests. This type of testing can help to identify existing problems in students' understanding of the learning material, on the basis of which the teacher can adapt the forms and types of tasks in the lesson, as well as their complexity and content.

It is important that the teacher can point out mistakes and discuss their solution together with the students. In this way students realise the importance in modifying their work in class and in extracurricular activities. According to cognitive psychology, 'various test techniques have a beneficial effect on neural connections, which in turn is responsible for memory formation, thus helping students to become more productive and effective in learning a foreign language' [5, c. 111].

When English teachers provide a guided practice on their students and organise various kinds of work aimed at raising students' level of the foreign language reading, speaking, writing, listening etc., positive results definitely appear. According to K. Hassanova, 'the motivation of students in learning process is organised through engagement in learning how to solve the problems, searching the resources for the given issues, spending time and efforts to accomplish the task' [10, p. 196].

Research results

In the framework of our research, the experimental part is conducted among 10th grade students, in connection with which it is necessary to specify the conditions of developing their motivation to study English. Students of this age can productively assimilate a large amount of information in English, which favourably influences the development of spontaneous speech.

In grades 10 and 11, students' professional self-determination is taken into account, and in this regard, simulated role-playing games are found on the pages of textbooks. The variety of professions and social roles in these activities allows high school students to visualise their professional interests and develop their ideas about professions. Thanks to role-playing games, high school students can play out real situations that often arise in the everyday, social and public life of students. It is possible to note the diverse nature of this type of tasks - in addition to direct conversational practice, activation of learnt lexico-grammatical constructions, students also apply empathy, support the participants of the game, interact with each other to obtain a common result.

There are different ways to develop oral speaking skills. Regarding the growing popularity of computer technologies and Internet resources, videocasts are widely used, forming oral-pronouncing skills and oral-speech skills in teaching English. Moreover, modern technologies form the socio-cultural and sociolinguistic competence of students [14, p. 151].

Role play can be easily transformed into various forms of individual activity, giving each learner the opportunity to try themselves in one or another role and show their individual abilities. It is important to note the positive impact of role-playing games on the development of communication skills of students. In addition, in any game there is an element of surprise, which allows to develop the skill of spontaneous speech.

There are the following requirements for organising and conducting role-playing games in high school:

- 'the game should increase the motivation for learning, it should be conducted on the basis of adequate life situations of communication, understandable for students;

- the content and form of the role-play should be carefully prepared, there should be a problem situation and the need to find ways out of it;

- it is obligatory to have a common idea in the role play, which unites the participants;

- in the organisation of the game it is important to provide the participants with an opportunity to use the necessary language material independently' [4, c. 230].

Initially, the teacher should formulate and clarify for the learners the purpose and rules of the game, as well as the rules of the game and the criteria for completion. The students may be given group or individual counselling, during which the teacher answers questions related to the role play. Then comes a period of active creative independent work of high school students to develop the tactics of the actors whose role they are to play, taking into account the intercultural status of the roles.

The second stage - the game - represents the realisation of the plan-scenario. The organisation and methodology involve:

- 'explaining the essence and rules of the game;

- providing the necessary linguistic and instructional material for all participants of the game;

- demonstration of a fragment of the game by the teacher and the trainees;

- role-playing in a group using supporting materials;

- role-playing in a group without the use of supporting materials' [1, c. 120].

The post-game stage provides for analysis and discussion of the game results by the trainees through self- and self-assessment of activities. The stage of game realisation can be completed by a general discussion, during which impressions are exchanged [1].

An example of a role-playing game in high school is the game 'A group trip' (developed by the author of this article). In this game participants interact as a team. The game implements the principle of situation simulation; the principle of problematic content; the principle of role interaction in joint activities; the principle of dialogical communication (the necessary condition is the resolution of a problematic situation).

The participants of the game (3-4 people) plan to go on a trip for the summer holidays. The trip is paid for them to any city in Russia. Parents allocate 30,000 roubles to each teenager

for accommodation, food and related expenses. The participants of the game need to agree on a joint trip to one of three locations. Information about the locations and the cost of the trip is given below. As a result of the negotiations, the students should choose one location or several, giving reasons for their choice and calculating the budget.

Students get the following text of the game: You have decided to travel with your friends to another Russian city for not more than 7 days. Each of you has 30 thousand roubles that you can spend on accommodation, excursions etc. Study the information on the cards carefully and prepare the explanation of your choice.

The main goal of the game is to develop speech skills necessary in communicative situations. The teacher's task is to organise a single collective activity of the players, to determine the ways of their actions, to direct reflection towards cooperation and productive interaction and to promote the motivation of students to study [18].

Students are motivated to solve a joint task, explain the choice of the direction of their journey and get the result - the decision to go on a journey with their group. A similar communicative task is solved in real life when students discuss journeys with the class. Thus, the role play contributes to achieving motivation to speak in English, to develop spontaneous speech skill and to have a discussion

Another kind of work that raises students' motivation is working with ICT resources. The use of ICT and other modern technologies assist to gain 'the following key goals of improving education: improving the quality of education, developing access to information in the information space, increasing the knowledge of each student, increasing student motivation [17, p. 4]. Learning with the use of authentic multimedia sources develops intercultural communication, as students get to know the peculiarities of other culture representatives [16].

Nowadays various multimedia sources are used at teaching high school students - a video content, presentations, podcasts, social media posts and so on [12]. The idea shown in the multimedia content can be developed further. For instance, students can share their own experience of the situation shown in the video / photo / podcast or express their attitude towards the situation. If there is a problem in the multimedia source, a teacher can ask a student for his/her personal solution of the situation. For example, a teacher can formulate the following questions for the students, to which they should give oral answers:

- What is the situation / problem like?
- How would you behave in this situation?
- What are the advantages of the issue shown in the video (for example, studying abroad, working part-time, etc.)?
- What solution can you suggest?
- Tell about ..(the topic of the video) in your life.

The choice of the videos should be done according to the education programme, the topic studied while watching the video and the students' current level of English. Some of the suggested videos can be taken from BBC channel videos, social media platforms, where the name of the video is usually followed with hashtags. The choice of the video has to be done according to psychological and pedagogical characteristics, precisely – it needs to be informative, real-life, interesting and suitable for discussion.

Conclusion

Motivation is one of the key tools leading to a deeper understanding of a foreign language and developing various language skills of students. One of a productive form to increase motivation is role-play which provides the opportunity to express students' opinion, persuasion, analytic skills and get the necessary result. It also develops speech skills and the ability to lead a proper discussion with argumentation. The development of monologue speech skills is effective when the choice of the material (texts or videos) is performed properly. High school students like to express their own opinion, share it with peers, so communication

becomes a leading activity in their education process. In order to check their language progress and reveal any mistakes, weekly tests can be recommended as they help to memorize and revise the learnt material. This way with the proper teacher's support high school students can be motivated to improve their weak skills and gradually achieve better results.

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Бусыгина А.Л.
ЖОҒАРҒЫ МЕКТЕП ОҚУШЫЛАРЫНЫҢ ШЕТ ТІЛІН ҮЙРЕНУГЕ ДЕГЕН МОТИВАЦИЯСЫН АРТТЫРУ ӘДІСТЕРІ

Аңдатпа. Бұл мақалада мектеп оқушыларының шет тілін үйренуге деген мотивациясын арттыру әдістері қарастырылады. Орта мектептің 10-11 сыныптарында ағылшын тілін оқыту процесінде қолдануға болатын әртүрлі ұсыныстар мен олардың түсіндірмелері берілген. Зерттеуде коммуникативтік құзыреттілік, еркін сөйлеу дағдылары және рөлдік ойындар сияқты интерактивті іс-әрекеттердің маңыздылығы атап өтіледі. Сондай-ақ, ағылшын тілін шынайы өмірде қолдану қабілетін дамытуға ықпал ететін түпнұсқа материалдардың рөлі қарастырылады. Мақалада мотивацияның психологиялық аспектілері мен ақпараттық-коммуникациялық технологиялардың тілді меңгеруге әсері талқыланады. Сонымен қатар, оқушылардың жетістіктерін бақылау үшін мұғалімнің қолдауы, бағытталған тәжірибелер және апта сайынғы тесттер маңызды екендігі айтылады. Зерттеу нәтижелері көрсеткендей, коммуникативтік әдіс пен әртүрлі оқыту тәсілдерін біріктіру оқушылардың ағылшын тілінде өз ойын сенімді жеткізуіне және тілдік дағдыларын жақсартуына оң ықпал етеді.

Кілт сөздер: мотивация; монолог; диалог; рөлдік ойын; экспромттық сөйлеу; түпнұсқалық материалдар.

Бусыгина А.Л.
МЕТОДЫ ПОВЫШЕНИЯ МОТИВАЦИИ К ИЗУЧЕНИЮ ИНОСТРАННОГО ЯЗЫКА У СТАРШЕКЛАССНИКОВ

Аннотация. В данной статье рассматриваются методы повышения мотивации старшеклассников к изучению иностранного языка. Приведены различные рекомендации и их объяснение в процессе обучения английскому языку в 10-11 классах общеобразовательной школы. В исследовании подчеркивается важность коммуникативной компетенции, развития навыков спонтанной речи и интерактивных методов, таких как ролевые игры. Также рассматривается роль аутентичных материалов, которые помогают учащимся использовать английский язык в реальных ситуациях. В статье обсуждаются психологические аспекты мотивации и влияние информационно-коммуникационных технологий на изучение языка. Кроме того, подчеркивается важность поддержки учителя, направленной практики и тестирования для контроля прогресса учеников. Результаты исследования показывают, что сочетание коммуникативного подхода с разнообразными методами обучения способствует повышению уверенности учащихся в общении и улучшению их языковых навыков.

Ключевые слова: мотивация; монолог; диалог; ролевые игры; спонтанная речь; аутентичные материалы.