

РІВНЕНСЬКИЙ ДЕРЖАВНИЙ ГУМАНІТАРНИЙ УНІВЕРСИТЕТ
ФАКУЛЬТЕТ ІНОЗЕМНОЇ ФІЛОЛОГІЇ
КАФЕДРА ПРАКТИКИ АНГЛІЙСЬКОЇ МОВИ



АКТУАЛЬНІ ПРОБЛЕМИ СУЧАСНОЇ ІНОЗЕМНОЇ ФІЛОЛОГІЇ

СТУДЕНТСЬКИЙ НАУКОВИЙ ВІСНИК

PHILOLOGY



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Студентський науковий вісник



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METHODS OF MOTIVATION STUDENTS IN THE LEARNING PROCESS

In modern conditions, one of the important components of the pedagogical process is the motivation of students to the educational process. Today we are facing the problem of losing students' interest in learning. The school, especially the teacher, has an urgent task to activate and maintain an interest in learning about and perceiving something new. It is the motivation of the cognitive activity of students that determines their knowledge, success, desire and ability to perceive new knowledge throughout life. Practice shows that a motivated student successfully learns the learning material, as well as more likely to be interested in personal development.

The purpose of the article is to analyze the methods of motivating students in the learning process.

To discover the topic, we set the following **tasks**: 1) to analyze the basic methods of student motivation; 2) describe the methods of stimulating students to study in a classroom.

As we know, any activity goes more effectively and gives high-quality results, if simultaneously a person has strong, clear and deep motives what can makes him/her want to do effectively, with full desire and strength, deal with difficulties / other circumstances, energy moving towards the intended goal. The motivation is stimulation, feeling and action. In order to reinforce and influence the impact of the presence of a student on various factors, various stimulation methods are used, among which the most common are competition, cognitive play, encouragement, self-evaluation.

The competition in the educational process is built by the teacher, taking into account the fact that children, adolescents and young people tend to strive for healthy rivalry, primacy, and self-affirmation. The inclusion of students in the struggle to achieve results in school, work and other types of creative activity captivates lagging students, stimulates the development of creative activity, initiative, responsibility and cooperation.

The competition can be collective and individual, designed for a long time, and temporary. During its organization and conduct, it is necessary to observe the principles: transparency, concreteness, comparability of results, the possibility of using previous experience.

The effectiveness of competition increases significantly with the reasonable involvement of both in educational and extracurricular activities associated with positive emotional experiences.

Methods of stimulating activities include cognitive games and educational discussions. Educational games, taking into account age, are more and more used in primary school. Pupils are involved in experiences of success, as they are aimed at creating situations to activate emotional experiences. As a rule, participants in the pedagogical process in this case involve other participants, for example, fairy-tale characters well-known to them.

Promotion is one effective way to express a positive assessment of an activity or behavior. Its stimulating role is determined by the fact that it contains public recognition and the most frequent use. Feeling a sense of satisfaction, the student experiences a rise in strength and energy, self-confidence and further desire to move forward.

It cannot be assumed that endorsement and support is useful anytime, anywhere. Indeed, the educational value of encouragement increases when it includes the evaluation of not only results, but also motives. The main purpose of the promotion is to teach children to appreciate the fact of approval, not its weight. It is considered bad if the student is waiting for a reward for the slightest success. This reduces the value of promotion. But in the opposite case, encouragement is an effective encouragement for insecure children. Incentives most often have to resort to working with primary schoolchildren and adolescents, who are particularly susceptible to evaluating their actions. The teacher should make sure that students who become ignored by society receive attention from others. The strength of the educational influence of promotion depends on how objective it is and finds support in public opinion.

The method of creative self-expression is aimed at developing the subjective significance of the student, as well as his/her ability to find the hidden potential in his own personality, which is necessary for the person to predict and design the future.

The method of stimulation and motivation that activates the creation of a “situation of success”, competition, encouragement, censure, emotional impact is equally important. For the successful implementation of the program, it is necessary to use the psychological elements of the training [5, 16].

Training helps a person to learn how to use properly their capabilities, to integrate into a team. Training is a game and a pleasure where all prohibitions are lifted. Participants in the training should work with interest and volunteer.

This technique is interesting in that at the beginning of the lesson it is possible to line the pupils in two lines facing each other, forming pairs. This activates the psychological (eye contact) which helps to bring the participants closer together before the task. Couples are given the task to show emotions when meeting in a pair (sadness, joy, interest, anger, indifference, etc.). Under musical accompaniment, couples move towards each other, completing a task.

The next method is widely used in team building is a game method. In classes of extracurricular education, the using of business and role-playing games are very useful.

As a result, the role-playing game activates the ability of self-understanding, awareness of one's mental processes and feelings, and acceptance of responsibility. The game searches for new behaviors and tests oneself in a new role. Each student of a creative association is invited to stay in the role of a director, model or designer. Role-playing allows you to use your capabilities and helps everyone find their own line of behavior. In it there is training in the practical art of communication.

The business game is used to solve complex tasks of assimilation and consolidation of new material, the development of creative abilities, gives students the opportunity to understand and study the educational material from various positions [4].

Dornyei and Ryan add that it is necessary to vary not only tasks but also other aspects of teaching-learning processes, such as the classroom's spatial organization. Scrivener [6, 87] recommends considering what grouping, seating, standing arrangement is the most suitable for the particular activity. Teachers may allow learners to move around from time to time to preclude the emergence of rigid seating patterns. There are many benefits which arise from this strategy, as it allows learners to come in contact and interact with each other.

Regarding variety, it is necessary to change organisational forms in the classroom, as pair work and group work promote cooperation among learners. Dornyei and Ryan propose that using small-

group tasks where students can mix, promotes the development of good relationships among learners. Brophy confirms by stating: “In this kind of collaborative classroom climate, students will be able to please both you and their classmates” [1].

On the subject of group work, to maintain and protect motivation is to involve small-group competition games. Dornyei and Ryan explain that the opportunity to compete may make learners excited about a task. However, Brophy emphasises that it is important to make sure that learners do not take losing very seriously.

Covington and Teel recommend using competition only in game-like activities which are not taken too seriously and propose cooperation instead of competition. They argue:

There is a little reason to accept the basic premise of the argument that the world is fundamentally competitive. Quite the contrary, the essential enabling characteristics of our society is cooperation, not competition [2].

Dornyei and Ryan acknowledge the importance of cooperation and suggest setting up tasks in which learners work together towards the same goal.

Working in small groups has many benefits; the group can utilize each other skills, also shy students have a possibility to participate and it gives possibilities to rehearse and state opinions for all members of the group. The cooperative learning theory leads to good results in language learning as different group rehearsals are suitable for learning languages; it gives more tools for learning and also increases motivation.

It is necessary that teachers incorporate self-evaluation as a motivational strategy as it involves learners by raising their awareness “of the mistakes and successes of their own learning and gives them a concrete sense of participation in the learning process” [3, 105]. This strategy is closely connected to the methods which regard goal-orientedness of the class since it is necessary that the goal is explicitly stated to make self-evaluation accessible for the learners. Dornyei and Ryan offer several ideas for self-evaluation tool which teachers may use, such as portfolios, self-evaluation sheets or two-way negotiation.

Generally speaking, rewards and punishments are viewed as strategies which may undermine learners’ intrinsic motivation. However, it is possible to use them in a motivating way as long as it is done cautiously. As Dornyei and Ryan suggest grades are not usually viewed in a very positive light and they create an area where learner-centeredness and achievement-based society clash. Nevertheless, in the context of Ukrainian educational system, teachers prevalently have to mark learners. Ushioda [7, 36] proposes that marks may be motivational if they give learners information about their progress.

The methods used always depend on the teacher, the group and their opinions on the different phases of learning. If learner’s own efforts are emphasized in acquiring new information one might trust on discovery learning. The reception learning involves mostly instruction rather than the learner’s own efforts. A good teacher uses both these ways in teaching. Depending on the situation one could also use cooperative learning, which means that students learn together in small groups, instead of working independently.

To conclude, the using motivation in educational process methods allows us to improve the quality of education, and also helps to develop an active life and social position among students. Motivation is one of the driving factors for success. Teaching methods encourage productive thinking, application of acquired knowledge and skills, manifestation of initiative, independence, competition, collective cooperation.

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ЗМІСТ

ФОНЕТИЧНА, ЛЕКСИЧНА ТА ГРАМАТИЧНА СИСТЕМИ МОВИ І МЕТОДИ ЇХ ДОСЛІДЖЕНЬ	4
Бойко В.....	4
Д'яченко Д.	7
Ігнат'єва А.О.	11
Мокрецова А.І.....	16
Пильнєва Н.В.....	21
Поліщук Д.	24
Титечко О.	27
Угринюк Р.В., Ковалюк Р.Д.	29
Угринюк Р.В., Петрук І.О.....	33
Юхимець Д.....	36
АКТУАЛЬНІ ПРОБЛЕМИ ЛІТЕРАТУРОЗНАВСТВА	39
Браїлко М. І.	39
Пагутяк М.А., Лук'янченко М.П.	42
Созанська Я.Р., Лук'янченко М.П.	44
НОВІТНІ МЕТОДИКИ НАВЧАННЯ ІНОЗЕМНИХ МОВ.....	49
Винарчик М.П., Штефуца О.....	49
Anna Hriko	52
Sofiiia Datskiv	55
Olena Yerzhykevych	59
Мазурок О.І.....	63
Tetiana Marach.....	67
Мудрик І.Г.....	71
Ivanna Nedbailo	75
Viktoriia Prokopiuk.....	78
Савчук А.С.	82
Yuliia Terioshyna.....	87
Rodion Furman.....	90
Mariam-Sofiiia Shamsutdynova.....	93
ЗМІСТ	97

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СТУДЕНТСЬКИЙ НАУКОВИЙ ВІСНИК

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