

IRSTI 14.07.09

DOI: <https://doi.org/10.47344/sdu%20bulletin.v62i1.957>

Y. Sokolova^{1}, Y. Doganay²*

¹Suleyman Demirel University, Kaskelen, Kazakhstan

²Bangui University, Bangui, Central African Republic

*e-mail: 211302057@stu.sdu.edu.kz

THE NOTION OF MOTIVATION IN FOREIGN LANGUAGE TEACHING FOR SECONDARY SCHOOLS

Abstract. One of the most influential factors contributing to successful learning and academic achievements is motivation for learning. The fact that motivation is one of the main components of a successful study has been determined in multiple studies around the globe. Unfortunately, not all teachers manage to motivate their students.

This article discusses the problem of motivation of teenage students to learn English. Since this age period is a transitional period in the life of adolescents, much attention is paid to the study of the psychological characteristics of this age and the search for possible ways to overcome the emerging difficulties through the appropriate behavior of the teacher. Some external reasons for the lack of motivation of secondary school students to study are also considered - the content of educational materials, the organization of educational activities, the choice of methods and approaches to teaching, etc. The article suggests some ways to solve these problems.

Keywords: Motivation, foreign language, language teaching, secondary school, teenage students, learning motivation.

Introduction

One of the most influential factors contributing to successful learning and academic achievements is motivation for learning. The fact that motivation is one of the main components of a successful study has been determined in multiple studies around the globe [1], [2], [3]. Thus, the task of a teacher is to find a way to direct the interest of a student on the track of studying the subject. Unfortunately, not all teachers manage to do this.

Since ancient times, scientists and thinkers have been interested in what could push a person to different types of activities, how to influence a person, motivate them to increase productivity, efficiency in their work or study [4],

[5], [14]. Motivation was considered by scientists from different perspectives. Therefore, there are many different views on motivation, different definitions of motivation, theories of motivation, approaches to motivation, and types of motivation.

Main part

Learning motivation

A separate place in the research of scientists is occupied by the study of learning motivation.

C. Long, Z. Ming, and L. Chen stated:

Learning motivation is to promote and guide and maintain learning activities which have been conducted an internal strength or internal mechanism. Learning motivation once formed, the student will use an active learning attitude to learn, and express a keen interest in learning, and can focus attention in class to master knowledge [1, p. 136].

According to L. I. Bozhovich, there are two main motives for studying – educational and social [7]. A. K. Markova expanded this classification by distinguishing broad social motives aimed at a wide range of ideals and social values; positional, aimed at ways of interacting with others; collectivist, aimed at tasks and ways of joint collective activity; and individual. Markova divided cognitive motives into broad ones aimed at the learning process, its content and results; educational and cognitive motives aimed at the methods of educational actions; and self-educational; and also, creative motives, or socio-cognitive, aimed at mastering in the course of learning ways of actions that can be used to change the surrounding reality and the student's own activities. [8]. Studying the problem of motivation, in the sphere of education, researchers touched on many aspects and considered different variables, namely, types of educational institutions, age of students, and various approaches and techniques of teaching. Nevertheless, motivation is such a multifaceted subject, that there are still undisclosed areas for research. For instance, the question of motivation of middle-stage secondary school students in Kazakhstan is still not thoroughly explored. However, the middle-stage 5-9 grade students are considered of especially difficult age [9]. Undoubtedly, all age groups of students have their own characteristics, but adolescent period is complicated by physiological changes of children's growing bodies, influencing teenagers' psyche. Because of the transitional period, reconstruction of the whole body and hormonal misbalances, children of this age have psychological problems. Students of this age group are often

distinguished by a lack of motivation to learn, indifference to acquiring knowledge, formalism and memorization when performing tasks. Often, at this age, the habit of cheating is developing. That is why many teachers have problems with organizing and motivating teenage students.

Psychological peculiarities of adolescent students

Let us look closer at psychological changes that happen during this period.

One of the main reasons for the difficulty of motivating 5-9 graders lies in the specificity of this age. The inner world of a teenager changes, as they grow older. As O. N. Istratova and T. V. Eksakusto describe, although teenagers are far from maturity in many aspects, they start to strive for equality with adults and even can defend their rights. This happens because the teenagers begin to see themselves and feel like adults.

These changes in the adolescent's mind commence occurring at the age of 11-13 years old. This age is traditionally called "early adolescence" [10, p.30]. Before this age, the child thought of an adult as an indisputable authority, but now, growing up, the teenager calls into question everything and views many ideas suggested by teachers critically. They begin to notice adults' flaws. For this reason, adolescents often distance themselves from adults and create their own circle of interaction, interesting for them.

Young adolescents can be irascible, and overly emotional. Psychologists claim that crisis often happens during this period when the educational activity does no longer give such an effect as it did before. Communication with peers takes its place. Peers' authority becomes more important than the adults' authority. According to Y. A. Sidenko, the situation in this sphere is not that simple either: on one side, the teenager wants to be like everybody else, and on the other side - to stand out, to excel [11].

Since the learning activity takes second place, giving way to communication with coevals, grades help teenage students distinguish themselves from their classmates, draw attention, and take a higher position. To achieve the goal, teenagers may use other means as well - disorderly conduct or deviant behavior. Oftentimes, teenagers can act out of spite of adults, as if challenging them or as if they want proof that they are loved in any case - whether they behave well or badly. Notwithstanding all this, they need love and support [12].

Additionally, in the adolescent age, a child's sensitivity to failure, criticism, and mockery is aggravated. They like doing what they can do well and what is valued and encouraged. Vice versa, failing can completely defeat

any interest in the activity [13].

At the older adolescence, 14-16 years old, teenagers slightly change. They begin to see adults differently, as mentors and helpers. They start valuing not only their personal qualities but also professionalism. In addition, their attitude for study changes. Older adolescents like exercising their self-reliance. That is why teenage students prefer their teachers only to help them and give them more freedom at lessons [14].

N. A. Rozhdestvenskaya [11, pp.33-34] said that during this period, adolescents begin to develop self-awareness, “actively take interest in communication problems, personal development, search for the meaning of life, social justice, etc. Frequently, they come out to the level of analysis of endless philosophical truths, not finding the solutions to the problems they face”.

At this age, teenagers develop interests in many things, but these hobbies are not constant. Adolescents like diversity. They are inquisitive, and curious about new experiences. However, they tend to shift their attention from one activity to another and are prone to shallow learning. As practice shows, the interests of few teenagers transfer into persistent, serious and professional activities at a mature age [11].

Ways to motivate teenage learners

Based on all of the above, we can conclude that to motivate teenage students for successful and interesting learning a teacher of English has to consider many aspects. For instance, treat the students not like small children, but as almost equal. The students need to feel that they are acknowledged as mature personalities. Since teenagers notice adults’ deficiencies and question everything, the educator has to be careful in their behavior, speech, appearance, etc. Since adolescents are very emotional and sensitive, the teacher should be cautious in communication not to provoke sharp reactions, which might be tragic. Compromising or embarrassing a teenager in front of coevals is not acceptable. It is necessary to create a favorable environment in the classroom, conducive to trust and relaxation.

The content of educational materials need to match the interests of learners. With students of this age, various serious themes can be discussed - the ones, where they may speculate, express their opinion. The activities should be diverse, not prolonged in time not to bore the students. Furthermore, when giving assignments, the teacher should let the students show their talents and their best side for success will motivate them to further learning.

However, the reasons for low learning motivation of teenagers may be not only age peculiarities but also some external factors, which affect the

process of language acquisition. Y.P. Ilyin makes conclusions that leading factors influencing positive motivation for learning are the content of studying material, the organization of educational activity, collective forms of educational activity, and the style of pedagogical activity of a teacher [14]. Thus, for English teachers it is necessary to pay attention to their professional development, improve their teaching skills, acquire new methods, techniques, and approaches to teaching, and learn new technologies for diversifying their lessons.

As it is known, the majority of teenagers are addicted to gadgets, social networks, and computer games. A skillful teacher can use this obsession for learning English by implementing technology in class. Multiple research show that using technology at lessons positively effects students' motivation. As an example may be taken the research of A. Gimranova, M. Nurmanova, and A. S. CohenMiller of using texting in WhatsApp messenger for motivating secondary students to learn Kazakh [15]. According to A. Mustafina, teachers' attitudes towards using ICT at lessons positively influences students' motivation [16]. The study of B. A. Torekeyev and Z. Shadkam found out that usage of Digital Educational Resources as a teaching tool increases students' motivation, makes the learning process attractive for students and activates their mental activity [17]. Moreover, in the State mandatory standard of basic secondary education it is said that some of the values that should be instilled in students are communication skills and the ability to effectively use information and communication tools and technologies as well as motivation for learning and self-improvement throughout life [18].

The results of one of multiple studies of the motivation of secondary school students are noteworthy. According to the research, conducted by M. Dilshad, M. Nausheen, and Z. Ahmed, conducted in 2019, there were differences in the level of motivation for learning English between urban and rural students, girls and boys, and state and private school students. As it was found, more motivated were urban students, girls, and private school students. Consequently, less motivated groups of learners needed more attention and a differentiated approach from teachers. Similarly, the same study discovered that the most demotivating factors for the students were the lack of confidence, problems with speaking, and poor grammar knowledge. The authors suggested using more practice of listening and speaking to overcome shyness and application of an inductive approach to teaching grammar with the reach usage of examples [19].

The results of the research confirm the words of Sidenko that adolescents are motivated by manageable activity [11]. Therefore, while organizing a

lesson, it is better to concentrate on practice for better assimilation of information and a lot of input with multiple repetitions in various forms. This might help to make lessons not boring and at the same time, assist in the consolidation of received knowledge.

One more way, which might be useful for successful motivation of adolescent students, is differentiation approach in teaching. Most teenage students have similar characteristics explaining their behavior and state of mind; nevertheless, they are all different. It is a skillful teacher if they can find an approach to each student. There are students who are more motivated and have strong cognitive interests. Such students are mostly high achievers in study. There are less motivated students, whose cognitive need is lower. They may be interested in the content of learning activity, however, they have a pronounced motive of "avoiding trouble" and the level of claims is low. The way to the effective teaching lays in the understanding of the process of motivation. To motivate students effectively, a teacher should know what moves and motivates students for action, what motives underlie their actions [20].

Notably, almost all children have interests to learn something new. They can watch educational videos, documentaries when they are on their own and have free time. With easy access to the Internet nowadays, they can find any information they need. This shows that everybody has this desire for knowledge and new information. Then why the children often do not like to study at school and do homework; they sit in class with an indifferent look and perform tasks as if under pressure? Possibly, they are not interested in the ways the information is being presented or they are not interested in the information itself, the school knowledge, do not see it useful for them. Thus, a teacher may try changing either of them to reach positive effect at lessons. In this case, individual approach to each group of students, each class or each student would be beneficial. Close communication with students might help a teacher to find out the students' interests and preferred activities in studying. In addition to it, questionnaires, interviews, regular feedback and reflection techniques can be useful. Often, with skillful class management, the most disobedient of the students begin to work in class with the same energy with which they misbehaved.

According to Instructional and methodical letter "On the peculiarities of the educational process in secondary education organizations of the Republic of Kazakhstan in the 2022-2023 academic year", methodological approaches in language teaching are based on intercultural and communicative approach, which is focused primarily not on correct grammar structures, but on reaching

mutual communicative goal. This way, a student will acquire the sociocultural component – norms of behavior, culture knowledge – to interact adequately with native speakers in situations of real communication. This will allow students to develop certain personal qualities, which are required in intercultural communication [21]. Following these instructions, teachers could make the educational process more interesting and practical for students, and this way motivate them.

Conclusion

Concluding all mentioned above, we can say that a teacher of English is supposed to possess not only excellent language skills. The crucial condition for being the teacher who can motivate their students is awareness of the adolescence period, the psychological peculiarities of students, and effective ways of interaction with them. It is very important to demonstrate sensitivity and understanding to the learners since this transitional period is characterized by its difficulties and problems. Considering this, the teacher should organize the educational process, matching the content of the materials, the activity in class, and forms of interaction with students accordingly. Teachers' mistakes can lead to negative consequences - insularity, opposition to the subject, lack of interest in study in general, and, as a result – demotivation and low academic achievements.

In addition to this, time does not stay in one place. Modern students also change. They are interested in different things, they are interested in different activities than students were before. Subsequently, for a teacher of English, or any other subject, will be much beneficial to move with the times, develop, and learn new ways and technologies of education, which are more effective and interesting for their students and therefore, motivating for learning.

References

- 1 Nakobjanyan, N. Motivation among the learners of English in the secondary schools in Armenian EFL setting. Master thesis. American University of Armenia. (2010). <https://dspace.aua.am/xmlui/bitstream/handle/123456789/1224/Nazeli%20Hakobjanyan.pdf?sequence=1&isAllowed=y>
- 2 Munko, Y. Academic burnout among high-school students in Kazakhstan: The protective role of personality and academic motivation. Master thesis. Nazarbayev University Graduate School of Education. (2017).

- <https://nur.nu.edu.kz/bitstream/handle/123456789/2581/YekaterinaMunko.pdf?sequence=1&isAllowed=y>
- 3 Beisenbayeva, L. Using the mother tongue in foreign-language learning: Secondary school students in Kazakhstan. *International Journal of Instruction*, 13(3), 605-616. (2020) – pp. 605-616. <https://files.eric.ed.gov/fulltext/EJ1259376.pdf>
 - 4 Вадмаева, N. Ts. *Влияние мотивационного фактора на развитие умственных способностей*. [The influence of the motivational factor on the development of mental abilities]. VSGTU. (2004). <https://klex.ru/rh>
 - 5 Sokolova, L. A. Формирование учебной мотивации: от древности до современности. [Development of learning motivation: from ancient to modern times]. *Вестник Южно-Уральского государственного гуманитарно-педагогического университета*, 6. (2012). <https://cyberleninka.ru/article/n/formirovanie-uchebnoy-motivatsii-ot-drevnosti-do-sovremennosti>
 - 6 Long C., Ming Z. & Chen L. The study of student motivation on English learning in junior middle school -- A case study of No.5 Middle School in Gejiu. *English Language Teaching*, 6(9) (2013): pp.136-145. <https://www.ccsenet.org/journal/index.php/elt/article/view/29652>
 - 7 Bozhovich, L. I. *The study of children and adolescents motivation*. Pedagogika, 1972 – pp. 24-29. <https://klex.ru/dto>
 - 8 Markova, A. K., Orlov, A. B., Fridman, L. M. *Lerning motivation and its education in schoolchildren*. Pedagogika, 1983. – pp. 19.
 - 9 Kіrпichyov, V. I. *Физиология и гигиена подростка*. [Physiology a hygiene of an adolescent]. Akademiya, (2008) – pp. 5-30.
 - 10 Istratova, O. N., Eksakusto, T. V. *Handbook of a high school psychologist*. Feniks, 2006. – pp.29-37. <https://obuchalka.org/2014010375147/spravochnik-psihologa-srednei-shkoli-istratova-o-n-eksakusto-t-v-2010.html>
 - 11 Sidenko, Y. A. On the issue of adaptation of a younger teenager in society. How to help a teenager to adapt at school and at home?). *Innovatsionniye proekty i programmy v obrazovanii*. 6 (2011): pp.3-9. <https://cyberleninka.ru/article/n/k-voprosu-adaptatsii-mladshego-i-starshego-podrostka-v-sotsiume/viewer>
 - 12 Obuhova, L. F. *Child (age) psychology*. Rossiyskoye pedagogicheskoye agenstvo, 1996. – pp.320-342. http://univer.nuczu.edu.ua/tmp_metod/969/Obuhova.pdf

- 13 Muhina, V. S. *Age psychology: phenomenology of development, childhood, adolescence*. Akademiya, 1999. – pp. 345-406. <https://vshp.pro/wp-content/uploads/2020/04/Muhina-V.S.-Vozrastnaya-psihologiya.pdf>
- 14 Ilyin, Y. P. *Motivation and motives*. Piter, 2002. - pp. 253-264.
- 15 Gimranova, A., Nurmanova, M., CohenMiller, A. S. Texting to motivate language learning: WhatsApp group chats and Near Peer Role Modeling (NPRM). *LEARNing Landscapes*, 11(1) (2017): pp.121-135. <https://files.eric.ed.gov/fulltext/EJ1253478.pdf>
- 16 Mustafina, A. Teachers' attitudes toward technology integration in a Kazakhstani secondary school. *International Journal of Research in Education and Science (IJRS)*, 2(2) (2016): pp. 322-332. <https://files.eric.ed.gov/fulltext/EJ1105117.pdf>
- 17 Torekeyev, B. A., Shadkam, Z. The use of digital educational resources (DER) as a means of increasing motivation to learn a foreign language. *Хабаршы. Педагогикалық ғылымдар сериясы*, 4(61) (2019). <https://doi.org/10.26577/JES-2019-4-p11>
- 18 Ministry of Education of the Republic of Kazakhstan. On the approval of the state mandatory standards of preschool education and training, primary, basic secondary and general secondary, technical and vocational, post-secondary education. Electronic control bank of regulatory legal acts of the Republic of Kazakhstan in electronic form. (2022): p. 40. <https://www.ektu.kz/files/law/MonRk/v2200028916.20-07-2022.rus.pdf>
- 19 Dilshad, M., Nausheen, M., Ahmed, Z. Impact of students' motivation for learning English on their achievement at secondary level. *Pakistan Journal of Social Sciences*, 39/2 (2019): pp. 689-696. <https://www.researchgate.net/publication/338775823>
- 20 Safronov, A. V. Motivation of educational activities of middle-level students with different levels of academic performance. Infourok. December, 29, 2015. <https://infourok.ru/tema-motivaciya-uchebnoy-deyatelnosti-shkolnikov-srednego-zvena-s-raznim-urovнем-uspevaemosti-722614.html>
- 21 Ministry of Education of the Republic of Kazakhstan. Instructional and methodological letter "On the features of the educational process in secondary education organizations of the Republic of Kazakhstan in the 2022-2023 academic year". Nur-Sultan: NAO imeni I. Altynsarina, 2022. - p.45.

<https://uba.edu.kz/storage/app/media/%D0%98%D0%9C%D0%9F%20%D0%BD%D0%B0%2020222023%20%D1%83%D1%87%D0%B5%D0%B1%D0%BD%D1%8B%D0%B9%20%D0%B3%D0%BE%D0%B4.pdf>

Ю. Соколова¹, Я. Доганай²

¹Сүлейман Демирель атындағы университеті, Қаскелең, Қазақстан

²Банги университеті, Банги, Орталық Африка Республикасы

*e-mail: 211302057@stu.sdu.edu.kz

ЖАЛПЫ БІЛІМ БЕРЕТІН МЕКТЕПТЕРДЕ ШЕТ ТІЛДЕРІН ОҚЫТУДАҒЫ МОТИВАЦИЯ ТҮСІНІГІ.

Андатпа. Табысты оқуға және академиялық жетістіктерге әсер ететін ең ықпалды факторлардың бірі-оқуға деген мотивация. Мотивацияның табысты оқытудың негізгі компоненттерінің бірі екендігі бүкіл әлем бойынша көптеген зерттеулер арқылы анықталды. Өкінішке орай, барлық мұғалімдер өз оқушыларын ынталандыра алмайды.

Бұл мақалада жасөспірім оқушылардың ағылшын тілін үйренуге ынталандыру мәселесі қарастырылады. Жасөспірімдер шақ өтпелі кезең болғандықтан, осы жастағы оқушылардың психологиялық ерекшеліктерді зерттеуге және мұғалімнің тиісті әдіс-тәсілдерді қолдану арқылы осы жастағы оқушылардың мінез-құлқы арқылы туындайтын қиындықтарды жеңудің мүмкін жолдарын табуға көп көңіл бөлінеді. Сондай - ақ, орта мектеп оқушыларының оқуға деген ынтасының болмауының кейбір сыртқы себептері қарастырылады-оқу материалдарының мазмұны, оқу іс-әрекетін ұйымдастыру, оқыту әдістері мен тәсілдерін таңдау және т.б. мақалада осы мәселелерді шешудің бірнеше әдісі ұсынылған.

Түйін сөздер: мотивация, шет тілі, тілдерді оқыту, орта мектеп, жасөспірімдер, оқу мотивациясы.

Ю. Соколова¹, Я. Доганай²

¹Университет имени Сулеймана Демиреля, Қаскелең, Қазақстан

²Университет Банги, Банги, Центрально-Африканская Республика

*e-mail: 211302057@stu.sdu.edu.kz

ПОНЯТИЕ МОТИВАЦИИ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ В СРЕДНИХ ШКОЛАХ.

Аннотация. Одним из наиболее влиятельных факторов, способствующих успешному обучению и академическим достижениям, является мотивация к обучению. Тот факт, что мотивация является одним из главных компонентов успешного обучения, был определен в ходе многочисленных исследований по всему миру. К сожалению, не всем учителям удастся мотивировать своих учеников.

В данной статье рассматривается проблема мотивации студентов-подростков к изучению английского языка. Поскольку этот возрастной период является переходным периодом в жизни подростков, большое внимание уделяется изучению психологических особенностей этого возраста и поиску возможных путей преодоления возникающих трудностей посредством соответствующего поведения учителя. Рассматриваются также некоторые внешние причины отсутствия мотивации учащихся средней школы к учебе - содержание учебных материалов, организация учебной деятельности, выбор методов и подходов к обучению и т.д. В статье предлагается несколько способов решения этих проблем.

Ключевые слова: мотивация, иностранный язык, преподавание языков, средняя школа, ученики подросткового возраста, учебная мотивация.

Received 1 March 2023