

MOTIVATION AS THE BASES OF A FOREIGN LANGUAGE LEARNING

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This article is devoted to motivation as one of the most important notions in organizing the process of language learning in a technical institution of higher education. Much attention is paid to cultural awareness which is performed in Ivanovo State Power University through several extra programs of language learning, aimed at the development of communication skills – the bases of success in modern world.

Key words: motivation, experiential language learning, cultural awareness, intercultural communication, language personality.

It's not a secret for any instructor that it is much easier to teach a motivated student, who has his own idea of using his knowledge in practice. H. Douglas Brown writes in his book "Teaching by Principles": "One of the most complicated problems of second language learning and teaching has been defining and applying the construct of motivation in the classroom. On the one hand it is an easy catchword that gives teachers a simple answer to the mysteries of language learning. "Motivation is the difference," I have heard people say, "between success and failure. If they are motivated, they'll learn, and if not, they won't." [1] We think that it isn't just a simplification. We can prove this statement using our own experience.

First of all, we must define motivation as a main notion of this article. In a number of different sources it is written that motivation is the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit. Teachers of technical institutions of higher education know that fact more than others. A foreign language is not a subject of a first priority at such schools but we do have to find some motives for the students!

We can find it in the concept of experiential language learning. According to Keeton and Tate, "in experiential learning, the learner is directly in touch with

realities being studied. It is contrasted with learning in which the learner only reads about, or writes about, hears about, talks about these realities but never comes in contact with them as part of the learning process. ...It involves direct encounter with the phenomenon being studied rather than merely thinking about the encounter or only considering the possibility of doing something with it.”[1]

Nowadays Russian and not only Russian students really have such a possibility to do something with their knowledge. Globalization is a key notion here. We can say many different positive and negative things about it, we may be for or against it, but we can do nothing with it. Globalization exists. People travel a lot and the students not only travel for pleasure, they earn money during their summer vacations.

One of the most important things, which is necessary for that, is a foreign language knowledge. That is why foreign language classes became different for students. Only several years ago foreign language was a subject that was not simply boring for a great number of students, it was also a nuisance for them because they thought they wasted time which was rather valuable for them to prepare for their major classes. They had no motivation! The situation has changed gradually.

People, especially young, have a great desire to communicate because communication is a process in which people share information, ideas, and feelings. We do have many ways to get information today but there is nothing to compare with communication. Edgar H. Schein in his book “Career Dynamics: Matching Individual and Organizational Needs ”once reported the results of a long-term study of MIT graduates. He says that “for these graduates talent, technical training, and graduation from prestigious school were not enough. To achieve a successful and fulfilling life, effectiveness in communication was one of the, if not the most important skill. In a study of communication ability and upward mobility, researchers found that persons with good communication skills were promoted more rapidly.”[4] This statement remains of current importance and is widely applied in recent research works. Sandra Hybels and Richard L. Weaver II remark that “we engage in communication because it brings us success, gives us pleasure, helps us to change the way others act and behave, and aids us in maintaining and improving relationships.”[3]

Of course, when we speak about language training we must not forget about teaching cultural awareness. Cultural differences are very important for communicating people from different countries. Each culture is formed under the influence of historically existing extra linguistic conditions, determining national character, mentality, language, non verbal and verbal ways of communication. So communication between people of different cultures is possible only within intercultural communication.

Intercultural communication or as Khaleeva I.I. says “intercultural interaction” takes place between communicating partners, who not only belong to different cultures but are aware of the fact that each of them is “different”[6].

To define the interconnection between language and culture some scientists introduce such notion as “language personality”, which links differences between language and speech, culture and personality. That is why to use the language actively as means of communication it is not enough to know the meanings of words and grammar rules, it is necessary to learn the world of a target language, namely, its culture, as deep as possible.

Ivanovo state Power University (ISPU) is one of the leading higher educational institutions that prepares specialists in power engineering. In spite of the fact that it is a technical institution, our students realized the necessity of learning foreign languages long ago. And this is not simply a fashionable trend, it is a requirement of time in the period of quickly developing technical progress world over. Students want not only to speak a foreign language, read and understand special literature in German, English or French but to join the culture of the developed European countries, enlarge their outlook and get the opportunity to earn money.

Nowadays there is a great necessity in power engineering specialists knowing foreign languages. In ISPU several extra English and German programs are aimed at satisfying interests and demands of students: original technical literature translation, communication skills in professional sphere, reading and discussion of foreign fiction. These programs are executed within the optional English or German course which has been taught at our department since 2001. Different means of education

(video collections, audio books), interactive forms of classes (cases, role plays, conferences, round tables, discussions) are used. Much attention is paid to self-maintained students' work. However the main aim of classes is the development of communication skills, which can't be realized to a full extent during compulsory classes. After a lexical-grammar test and a final paper students get a certificate. This course has become practical of late: our students have an opportunity to rest and spend their summer holidays in Germany and the USA. The students visit these countries within the program "Work and Travel" (the USA) and the analogous program in Germany. They do there a great variety of things: communicating, sightseeing, working and resting. In this way the students begin to understand the meaning of the terms "language personality", "intercultural communication". Those who want to become professional interpreters may take an additional intensive course giving a qualification of an interpreter in the sphere of professional communication.

The results of this comprehensive work are clearly seen in the victories of our students in annual inter-institutional competitions in English and German. And we also organize conferences and contests at our University, where students from different regional educational institutions take part.

Foreign languages department of Ivanovo State Power University is rapidly developing, looking for new ways and opportunities to make the process of language learning more interesting and more useful; it introduces world culture capable to teach tolerance, ability to communicate with other nationalities, which finally gives them the chance to think widely, use the achievements of other cultures, giving wealth and prosperity to our own country.

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So you want to learn a foreign language, and only you know what and why. You are no longer a child, who studied, did not really understand why they need it and where it will be able to apply it in the future. You deliberately took his head, and it means that you have to do is a certain motivation and meaning. Even the fact that you are reading this article indicates that you are motivated. Motivation as part of the hierarchy of values and beliefs. We each have our own priorities. Spiritual and material. It may be money, relationships, social status, respect, creativity, communication, success, growth. On this basis, we want to or do not want to do something and invest in their future. Motivation defined personal uniqueness and the social roles of man. Language learning motivation refers to the motivation to learn or acquire a second language. According to Gardner [3], it is considered in the socio-educational model of second language acquisition. Based on Clement [1], it is considered in the social context model. And based on Clement and Noels [4], it is considered in the self-determination model. For the foreign language teacher this may result in a certain level of frustration due to the general lack of interest and commitment by some students. Teachers need to create interesting lessons in which the students' attention is gained. This can sometimes be accomplished by the use of teaching strategies which are not often called upon by other teachers in mainstream subject areas. When learning a foreign language, students must take something that is initially unknown and make it a part of who they are. Techniques in the field of teaching foreign language differ and can be unique learning experiences. Sturgeon 12 Attitudes and motivation in language learning materialized as an area of research in the late 1950s, and continues to be a topic of research into the 21st century (Dörnyei, 2001). Based on the years of research, Gardner was accurate on this matter; yet, there still appears to be more questions than answers as to the source of one's abilities, or the lack of it, in learning a foreign language (Csizér & Dörnyei, 2005; Dörnyei, 1994; 2001; Gardner & Lambert, 1972; Noels, Pelletier, Clement, & Vallerand, 2000; Oxford & Shearin, 1994). Keywords. motivation; second language; learning; teaching. This type of motivation is based on the advantages that can accrue if a language is known. (Peter Skehan, p53) Their research since then has linked cognitive factors with affective factors, where motivation and attitude are considered to relate directly to both formal and informal language learning. Integrative motivation is the desire on the part of a language learner to learn the second language in order to communicate with, or find out about, members of the second language group. Assimilative motivation is the drive to become an indistinguishable member of a speech community, and it usually requires prolonged contact with the second language culture.