



Analyzing the Importance of Motivation in the Context of English Language Learning

Asmolovskaya M.V.¹, Kondrateva I.G.²

¹ Department of Foreign Languages, Kazan (Volga) Federal University, Kazan, Russia; asmolovskayamaria@yandex.ru

² Department of Foreign Languages, Kazan (Volga) Federal University, Kazan, Russia; irina.kondrateva.67@mail.ru

Abstract

Expanding international contacts in various spheres of Russian socio-economic life increases the didactic function and professional significance of the English language, influencing motivation for its study. In this regard, proficiency in the English language allows making professional, scientific, and other contacts, as well as joining a professional society. Based on this, university training for future specialists is increasingly focusing on the qualitative formation of professional motivation of students not only to specialized disciplines but also to the English language, specifically English. The article examined the significance of motivation in the context of learning English; it presented and justified the use of a set of pedagogical conditions for the development of motivation in students during the process of teaching English. The experimental results show that the use of a complex of pedagogical conditions in the context of teaching English is effective. Consequently, the study's findings can be used in advanced training courses for scientific and pedagogical workers in the educational process as part of teaching English as a discipline.

Keywords: Student; Pedagogical Conditions; English Language; Motivation.

1. Introduction

Global and significant socio-economic transformations not only accelerated the processes of acquiring new knowledge in various fields of science, the development of new promising technologies, the modernization of education, and various spheres of production but also expanded the boundaries of international cooperation in the global labor market. Educational reforms in Russia and the development of new training standards have also influenced changes in the methodology of teaching English in universities as one of the factors in increasing a specialist's competitiveness in any field of activity. One of the most pressing tasks of the higher education system today is to increase the focus of students' education, taking into account their motivation for education and ability to self-development as significant professional qualities of a competent specialist who knows how to apply theoretical provisions in his chosen activities independently.

According to the requirements of the Federal Law "On Education in the Russian Federation" of December 29, 2012, No. 273-FZ and the Federal State Educational Standard of Higher Education bachelor's degree in the field of training 06.03.01 Biology, approved by the order of the Ministry of Science and Higher Education of the Russian Federation dated August 7, 2020, No. 920, a provision is formulated on that a modern specialist carrying out his activities using an English language is required. The importance of the English language, as demonstrated by the ability to carry out English-language communication, shows to a greater extent that today's university teacher is confronted with the question of the importance of using modern methods in teaching the English language, particularly interactive technologies. A holistic pedagogical understanding of the current educational situation necessitates the search for effective ways to create pedagogical conditions for effective English language teaching.

2. Literature Review

Over the last three decades, research has consistently shown that proficiency in a second/foreign language is related to measures of attitudes and motivation (Dornyei, 2001). Teachers must be aware of the various types of motivational orientations and the importance of high-quality feedback in boosting or maintaining motivation. Native

speakers, language teacher learners, and even ESL researchers have conducted extensive research on motivation and attitudes toward language and language variations.

Gardner and Lambert (1972) define motivation as the overall goal of the second language learner and orientation and attitude as the learner's persistence in striving to achieve the goal. However, motivation and attitude are not clearly distinguished from one another in the sense that the learner's motivations for language study are determined by their attitudes and readiness to identify, as well as their orientation to the entire process of learning a foreign language. According to some researchers (Gardner & Tremblay, 1994), motivation differs from orientation in that a learner may exhibit a particular orientation but not be initiative-taking to achieve that goal. Furthermore, while researchers have used the same terminology for motivation and orientation, motivation reflects the ability to achieve the goal reflected in orientation. Gardner proposed that this power stems from a desire to achieve the goal, positive attitudes toward learning the language, and hard work.

The integrative motive (or integrative motivation) is the individual's strong desire to learn the language of a valued L2 group in order to communicate with that group. Gardner published the Attitude/ Motivation Test Battery (AMTB) in 1974 in collaboration with another Canadian researcher, Pat Smythe. It consists of a series of Likert-scale items, such as "I would like to know more French-Canadians," to which learners responded with one of several options, ranging from "strongly disagree" to "strongly agree." Motivation, according to Gardner's (1985) socio-educational model, is an internal attribute of the individual that external forces can influence. The model's central feature and key individual difference variable have received the most attention in most studies. Gardner and Lambert distinguish two types of motivation: instrumental motivation, which they define as "a desire to gain social recognition or economic advantages through knowledge of a foreign language," and integrative motivation, defined as "a desire to be a representative member of the other language community." They observed that learners with integrative motivation were more successful than those with instrumental motivation in learning a second/foreign language.

Pavlenko (2002) even claims that integrative motivation is a more powerful force than instrumental motivation because the absence of integrative motivation can outweigh the presence of instrumental motivation, halting or severely delaying language learning. This assumption very well explains what McNamara (1973) refers to as the "seemingly contradictory behavior" of people whose low level of effort does not correspond to their professed instrumental motivation. Even if learners know they need - or should - learn a language (instrumental motivation), it appears that if they do not truly want to do so because they have no respect for or appreciation for the target culture (lack of integrative motivation), they are likely to fail.

3. Methodology

It is necessary to identify pedagogical conditions that contribute to the effective development of this process in order to increase motivation to study the English language among students of non-core areas of training using interactive technologies. When considering the concept of "pedagogical condition," one should consider both the main characteristics and the specifics of the educational process, which includes focusing on the formation and development of student's personal qualities, abilities, thinking, and awareness of the motivation of one's actions, among others. There are various interpretations of the concept of "pedagogical condition" in scientific literature. It is defined broadly as a set of objective opportunities as well as material and technical equipment aimed at achieving educational goals within the framework of which methods of transforming existing conditions are considered. We found the following definitions, which belong to scientists Andreev (2006), as part of our research.

The pedagogical condition, according to Andreev, is the selection, application, and construction of elements of techniques, methods, content, and organizational forms of training to achieve educational goals. According to Borytko (2001), pedagogical conditions are external circumstances that affect the pedagogical process, implying the achievement of a specific result. In his research, Yakovlev (2010) defines the pedagogical condition as a synthesis of pedagogical measures aimed at increasing the effectiveness of this phenomenon. Ganin (2001) defines the pedagogical condition as a community of interdependent conditions required to organize a purposeful educational process that uses information technologies to ensure the formation of a highly qualified individual.

4. Results

In relation to the stated problem, it appears necessary to develop and substantiate a set of pedagogical conditions for the use of interactive technologies in motivating students to study English in non-core areas of training, which is based on the ideas of an integrated and axiological approach, the requirements of the federal laws of the Russian Federation and the Republic of Tatarstan "On Education" to the level of language training of specialists, which is associated with the Russian Federation.

The first requirement is the organization of productive intra-group and inter-group educational activities based on dialogue and aimed at English language training. As a result, while organizing group joint activities, students learn a specific algorithm, as well as techniques and technologies for joint decision-making, which they will successfully apply in the future during discussions. In this case, the dialog interaction is quite productive, with techniques such as "brainstorming" (effective for multimedia, audio, and video conferencing over the Internet), project method (involves independent actions of students with the presentation of their results), collaboration training (creation of small groups for active joint training activities in various educational situations), discussions (learning the English language here takes on the character of cooperation and mutual understanding), the use of various programs for educational purposes.

The "Pinterest" application allows you to search for articles and images on a variety of topics ranging from art to science. The online platform "Realtime Board" can be used for student groups or paired work. They can use this application to create short joint project reports that describe the structure of organ systems and their location, compare the structure of a plant and animal cell, and so on. "Google Classroom" provides an infinite number of options for viewing maps, video, and audio, creating diagrams and tables, and filling them online, as well as storing and transferring data to the class. "Canva" is an application that allows you to create a mini-presentation in A4 format and is suitable for writing creative compositions, topical speeches, and so on. "Nova Labs" allows you to view experiments in 3D mode, such as a cinema effect, among other things. The popularity of these digital resources stems from their didactic component, which is associated with the development of students' creative abilities, ability to design their cognitive activity, and willingness to work in the information space, thereby utilizing their intellectual skills and abilities.

The transition from the spontaneity of the student's educational activity to the creation of an individual educational trajectory is the second important pedagogical condition, as this is primarily due to the development of the student's ability to record their cognitive experience based on educational achievements. This condition assumes that the student creates their own educational program, which is then implemented in their own educational trajectory, where their or personal successes and failures are recorded. All of this culminates in students developing English-language information competence, which includes skills involving the use of various digital media (for example, acquaintance with special information terminology in the language being studied, search and viewing reading skills, the study of the written and spoken language of the native speaker, and others).

The third pedagogical condition that we emphasize in our work is the development of students' reflexive readiness to use interactive technologies during English language study within the framework of self-education. This condition entails students' participation in the testing of their language-learning methods when they are motivated by questions and tasks to constantly analyze their own cognitive activity within the context of the use of interactive technologies. Students develop language competencies and experience in using different languages as they reflect and analyze their knowledge within the framework of self-education (assumes the presence of such components as their own goal-setting, the need for self-study, self-organization of cognitive activity, and the results of self-education).

5. Discussion

In this regard, the goal of interactive technologies (for example, games and reflective methods of organizing collective cognitive activities) is to allow students to reflect on what they know and do not know. These conditions are linked to the pedagogical condition, which is the use of students' subject experience to form a psychological attitude toward success in learning the English language. It entails focusing on the fact that the student, as the subject of his cognitive activity, is able to self-determine in the course of knowing the surrounding reality, thereby acquiring the ability to self-develop. In this regard, the student's subject experience will be manifested in his preference for language study, in discovering ways for him to process educational material, and in the formation of his emotional and personal attitude toward the language being studied. In this regard, the student's subject experience will be manifested in his preference for

language study, in finding ways for him to process educational material, and in the formation of his emotional and personal attitude toward the language being studied.

The fourth pedagogical condition is defined as providing conditions for students' creative activity in learning English and, as a result, their self-development and self-actualization. This condition assumes that students who are learning English should increase their productivity and recognize the value of their cognitive activity. In this case, the use of interactive methods of organizing educational activities represents a significant pedagogical potential for the formation of creative activity of students in the process of learning the English language, which is manifested, for example, in the following directions: the student himself uses a method of memorizing words (by associations or by groups of meanings); Creating your lexical themes using more new information (i.e., going beyond the general standard) literary translations of original texts; conducting various events in the English language, and others. The main goal is to increase students' interest in language, which should serve as an incentive for their activities and, as a result, their self-development and self-actualization.

6. Conclusion

In summary, we provide a number of reflective texts that illustrate the pedagogical potential of employing a complex set of pedagogical conditions to foster English language study motivation. A selection of student work from the second year of g. 01.-701.702.703.704 biology directions concerning the implementation of interactive technologies in English classes:

"English offers an opportunity to learn the culture and traditions of other countries and peoples. I have always been interested in non-standard classes, so learning English at the university using interactive technologies coincides with my vision, as it allows students to overcome the language barrier embarrassment..."(Nadezhda K.); "Working as a couple, I'm learning to listen and hear another student. This is a very important point because this is how my vocabulary expands..."(Firuza O.); "The use of interactive technology in classes has upended my attitude to language. It was interesting to translate texts by profession and to work on projects. So, knowledge of English at a good level is my goal at this stage..."(Roman S.); "Learning English has always delighted me. As a child, words in English seemed to be something very mysterious and attractive; often, I wanted to speak this language. Teaching English at the university took place in a friendly and relaxed atmosphere. Classes were lively and interesting. The teacher explained the material easily..."(Victoria S.).

To summarize, the presented set of pedagogical conditions is aimed at improving the motivation of students learning English languages, English-language culture, and literacy of modern students, and, more broadly, at developing professional competence as future specialists. As a result, one of the main goals of the university's work is to develop a creative and socially stable individual capable of adapting to the new conditions of the multicultural language space, self-developing and self-improving in accordance with the needs of the time.

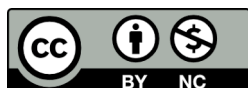
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